

2022–23 Bulletin

Undergraduate Catalog



Washington University in St. Louis

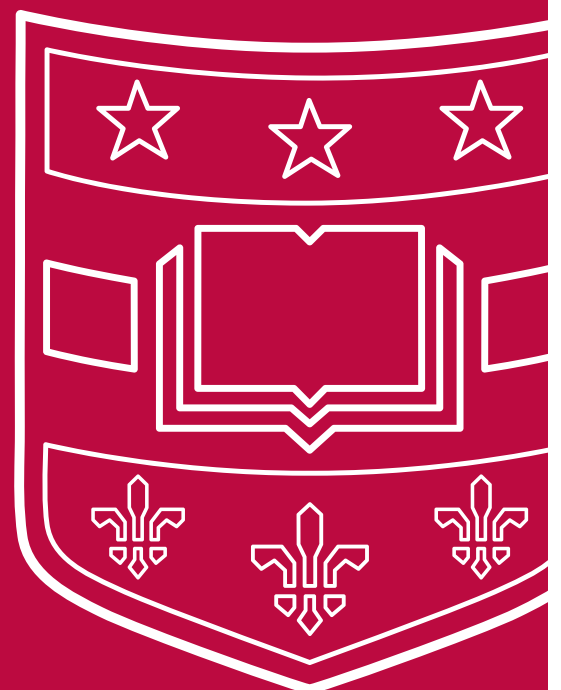


Table of Contents

About This Bulletin	7
Bulletin Policies	8
Course Numbering	8
Curriculum Designators	8
Catalog Editions	12
Prior Bulletins	12
About Washington University in St. Louis	16
Trustees & Administration	16
Academic Calendar	16
Campus Resources	17
University Policies	20
University Affiliations	25
Undergraduate Study	28
Admission Procedures	31
Financial Support	45
Tuition & Fees	47
Majors (all schools)	49
Minors (all schools)	52
Architecture	54
Sam Fox School of Design & Visual Arts	92
Degree Requirements	94
Academic Honors & Awards	96
Policies	97
Administration	103
Majors (directory)	103
Minors (directory)	103
Art	104
Sam Fox School of Design & Visual Arts	184
Degree Requirements	187
Academic Honors & Awards	188
Policies	189
Administration	195
Majors (directory)	195
Minors (directory)	195
Arts & Sciences	196

Fields of Study	202
African and African-American Studies	203
American Culture Studies	217
Ampersand Programs	272
Anthropology	282
Applied Linguistics	322
Arabic	327
Archaeology	333
Art History and Archaeology	342
Asian American Studies	371
Biology	374
Chemistry	414
Children's Studies	427
Chinese	433
Classics	442
Comparative Arts	454
Comparative Literature	454
Dance	468
Drama	479
Earth and Planetary Sciences	497
East Asian Languages and Cultures	507
Economics	515
Education	527
English	543
Environmental Studies	567
Film and Media Studies	583
French	600
Germanic Languages and Literatures	618
Global Studies	625
Concentration in Development	680
Concentration in Eurasian Studies	685
Concentration in European Studies	689
Concentration in Global Asias	691
Concentration in Global Cultural Studies	697
Concentration in International Affairs	700
Greek	704
Hebrew	708

Hindi	715
History	720
Interdisciplinary Project in the Humanities	760
Italian	770
Japanese	778
Jewish, Islamic, and Middle Eastern Studies	784
Korean	816
Latin	820
Latin American Studies	824
Legal Studies	838
Linguistics	848
Mathematics and Statistics	853
Medical Humanities	871
Medicine & Society	880
Medieval and Renaissance Studies	881
Music	883
Performing Arts	904
Philosophy	907
Philosophy-Neuroscience-Psychology	920
Physical Education	932
Physics	934
Political Science	947
Portuguese	966
Psychological & Brain Sciences	969
Religion and Politics	988
Religious Studies	998
Romance Languages and Literatures	1023
Russian Language and Literature	1027
Sociology	1030
Spanish	1041
Speech and Hearing	1057
Urban Studies	1058
Women, Gender, and Sexuality Studies	1071
Writing	1098
Degree Requirements	1109
Academic Honors & Awards	1111
Academic Regulations	1113

Administration	1117
Majors (directory)	1117
Minors (directory)	1118
Summer Session	1120
Pre-College Programs	1120
Undergraduate Visiting Students	1121
Post-Baccalaureate Premedical Program	1123
Business	1125
Degree Requirements	1167
Academic Honors & Awards	1169
Academic Regulations	1169
Administration	1172
Majors (directory)	1172
Minors (directory)	1173
Engineering	1174
Fields of Study	1179
Biomedical Engineering	1179
The Minor in Biomedical Data Science	1193
Computer Science & Engineering	1194
Bachelor of Science in Computer Engineering	1213
Bachelor of Science in Computer Science	1214
Bachelor of Science in Computer Science + Economics	1214
Bachelor of Science in Computer Science + Mathematics	1216
Bachelor of Science in Data Science	1217
Bachelor of Science in Business and Computer Science	1219
The Second Major in Computer Science	1222
The Second Major in Computer Science + Mathematics	1222
The Second Major in Data Science	1224
The Minor in Computer Science	1225
The Minor in Bioinformatics	1226
The Minor in Human-Computer Interaction	1226
Electrical & Systems Engineering	1227
Bachelor of Science in Electrical Engineering	1243
Bachelor of Science in Systems Science & Engineering	1245
Bachelor of Science in Computer Engineering	1246
Bachelor of Science in Applied Science (Electrical Engineering)	1247
Bachelor of Science in Applied Science (Systems Science & Engineering)	1248

The Second Major in Electrical Engineering	1248
The Second Major in Systems Science & Engineering	1249
The Second Major in Financial Engineering	1250
The Minor in Electrical Engineering	1250
The Minor in Energy Engineering	1251
The Minor in Mechatronics	1252
The Minor in Robotics	1252
The Minor in Systems Science & Engineering	1253
The Minor in Quantum Engineering	1253
Energy, Environmental & Chemical Engineering	1254
Bachelor of Science in Chemical Engineering	1264
Bachelor of Science in Environmental Engineering	1266
Bachelor of Science in Applied Science (Chemical Engineering)	1268
Double Majors and the Pre-Medical Program	1268
The Minor in Environmental Engineering Science	1268
The Minor in Energy Engineering	1269
The Minor in Nanoscale Science & Engineering	1270
Mechanical Engineering & Materials Science	1271
Bachelor of Science in Mechanical Engineering	1284
Bachelor of Science in Applied Science (Mechanical Engineering)	1286
The Minor in Aerospace Engineering	1287
The Minor in Materials Science & Engineering	1287
The Minor in Mechanical Engineering	1289
The Minor in Mechatronics	1289
The Minor in Robotics	1290
University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program	1290
Degree Requirements	1291
Academic Honors & Awards	1294
Academic Policies	1294
Administration	1299
Majors (directory)	1299
Minors (directory)	1300
Beyond Boundaries Program	1301
Interdisciplinary Opportunities	1306
Gephardt Institute for Civic and Community Engagement	1306
Inter-University Exchange Program	1307
Reserve Officers Training Corps (ROTC)	1308

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship	1312
Index	1314

About This Bulletin

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

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

The 2022-23 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Undergraduate Bulletin (PDF) (http://bulletin.wustl.edu/undergrad/Bulletin_2022-23_Undergraduate.pdf)
- University College Bulletin (undergraduate & graduate) (PDF) (http://bulletin.wustl.edu/undergrad/Bulletin_2022-23_UCollege.pdf)

The degree requirements and policies listed in the 2022-23 *Bulletin* apply to students entering Washington University during the 2022-23 academic year. For more information, please visit the Catalog Editions (p. 12) page.

Every effort is made to ensure that the information, applicable key policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2022). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page (<http://bulletin.wustl.edu/about/updates/>). Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 5, 2023. In the interim, semester course offerings will be found in Washington University's Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>); these are usually available at the end of September for the upcoming spring

semester, in early February for the upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 12) in the About This Bulletin section (<http://bulletin.wustl.edu/about/>).

For the most current information about registration and available courses, visit WebSTAC (<https://acadinfo.wustl.edu>) and Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>), respectively. Please email the Bulletin editor, Jennifer Gann, (jennifer.gann@wustl.edu) with any questions concerning the *Bulletin*.

More information may be found on the following websites:

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

University Addresses

Office of Undergraduate Admissions

Sumers Welcome Center
Washington University in St. Louis
MSC 1089-105-05
One Brookings Drive
St. Louis, Missouri 63130-4899
Phone: 314-935-6000
Toll-Free: 800-638-0700
Fax: 314-935-4290
Admissions website (<http://admissions.wustl.edu>)
admissions@wustl.edu

Student Financial Services

Sumers Welcome Center, Room 020
Washington University in St. Louis
MSC 1041-105-05
One Brookings Drive
St. Louis, Missouri 63130-4899
Phone: 314-935-5900
Toll-Free: 888-547-6670
Fax: 314-935-4037
Student Financial Services website (<https://financialaid.wustl.edu/>)
financial@wustl.edu

University College

Office of Admissions and Student Services

Washington University in St. Louis
MSC 1085-414-20

11 N. Jackson Avenue, Suite 1000
St. Louis, Missouri 63105-2153
Phone: 314-935-6700
Toll-Free: 866-340-0723
Fax: 314-935-6744
University College website (<http://ucollege.wustl.edu>)
ucollege@wustl.edu

Bulletin Policies

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 12).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page (<http://bulletin.wustl.edu/about/updates/>).

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Periodically, Washington University schools will change their program offerings. If a program is no longer accepting applicants, we will note this in the *Bulletin*, and soon after the program will be removed from the *Bulletin*. Students who are actively enrolled in these programs will be held to the requirements and policies published in the *Bulletin* from their year of matriculation. If a student has not been continuously enrolled in such a program and now wishes to inquire whether a discontinued program can still be completed, they should contact the relevant department or school to determine whether this opportunity is available.

Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 12).

Course Numbering

Courses at Washington University are coded by department and include a three- or four-digit number that generally means the following, although students should check with the school or department offering the courses to be certain:

- 100 to 199 are primarily for first-year students;
- 200 to 299 are primarily for sophomores;
- 300 to 399 are primarily for juniors;
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit; and
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. (If there are no stated requirements, juniors and seniors should obtain permission of the instructor.)

For example: Course L07 105 is an introductory course offered by the Department of Chemistry (L07).

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration. Enrollment requirements are determined by term.

Curriculum Designators

The designators shown below are used in Washington University's course descriptions and listed here alphabetically by code. The primary fields covered in each section are also listed.

A (Architecture)

Code	Name
A46 ARCH	Architecture
A48 LAND	Landscape Architecture
A49 MUD	Urban Design
AS1	Medicine and Society
MedSoc	
AS2 PCS	Process Control Systems
AS3	UMSL Joint Engineering Program
UMSLEN	

B (Business)

Code	Name
B50 ACCT	Accounting
B51 ADMN	Administration
B52 FIN	Finance
B53 MGT	Management
B54 MEC	Managerial Economics
B55 MKT	Marketing
B56 OB	Organizational Behavior
B57 SCOT	Supply Chain, Operations, and Technology
B59 DAT	Data Analytics

B60 ACCT	Graduate Accounting
B62 FIN	Graduate Finance
B63 MGT	Graduate Management
B64 MEC	Graduate Managerial Economics
B65 MKT	Graduate Marketing
B66 OB	Graduate Organizational Behavior
B67 SCOT	Graduate Supply Chain, Operations, and Technology
B69 DAT	Graduate Data Analytics
B90 BEE	Brookings Executive Education
B99 INTL	International Studies

E (Engineering)

Code	Name
E35 ESE	Electrical & Systems Engineering
E37 MEMS	Mechanical Engineering & Materials Science
E44 EECE	Energy, Environmental & Chemical Engineering
E60 Engr	General Engineering
E62 BME	Biomedical Engineering
E81 CSE	Computer Science & Engineering

F (Art)

Code	Name
F00 Art	Art
F10 ART	Art (Core and Major Studio Courses)
F20 ART	Art (Elective Studio Courses)

I (Interdisciplinary Programs)

Code	Name
I02 MAIR	Military Aerospace Science
I25 MILS	Military Science
I50 INTER	Interdisciplinary Studies
I52 IMSE	Institute of Materials Science & Engineering
I53 DCDS	Division of Computational and Data Sciences
I60 BEYOND	Beyond Boundaries

L (Arts & Sciences)

Code	Name
L01 Art-Arch	Art History and Archaeology
L03 East Asia	East Asian Studies
L04 Chinese	Chinese
L05 Japan	Japanese
L07 Chem	Chemistry

L08 Classics	Classics
L09 Greek	Greek
L10 Latin	Latin
L11 Econ	Economics
L12 Educ	Education
L13 Writing	Writing
L14 E Lit	English Literature
L15 Drama	Drama
L16 Comp Lit	Comparative Literature
L18 URST	Urban Studies
L19 EPSc	Earth and Planetary Sciences
L21 German	Germanic Languages and Literatures
L22 History	History
L23 Re St	Religious Studies
L24 Math	Mathematics and Statistics
L27 Music	Music
L28 P.E.	Physical Education
L29 Dance	Dance
L30 Phil	Philosophy
L31 Physics	Physics
L32 Pol Sci	Political Science
L33 Psych	Psychological & Brain Sciences
L34 French	French
L36 Ital	Italian
L37 Portug	Portuguese
L38 Span	Spanish
L39 Russ	Russian
L40 SOC	Sociology
L41 Biol	Biology and Biomedical Sciences
L43 GeSt	General Studies
L44 Ling	Linguistics
L45 LatAm	Latin American Studies
L46 AAS	Asian American Studies
L48 Anthro	Anthropology
L49 Arab	Arabic
L50 Pol Econ	Political Economics
L51 Korean	Korean
L52 ARC	Archaeology
L53 Film	Film and Media Studies
L56 CFH	Center for the Humanities
L57 RelPol	Center on Religion and Politics
L59 CWP	College Writing Program
L61 FYP	First-Year Programs

L62 Praxis	Praxis
L63 IPMS	Movement Science
L64 PNP	Philosophy-Neuroscience-Psychology
L66 ChSt	Children's Studies
L73 Hindi	Hindi
L74 HBRW	Hebrew
L75 JIMES	Jewish, Islamic, and Middle Eastern Studies
L77 WGSS	Women, Gender, and Sexuality Studies
L78 RoLit	Romance Languages and Literatures
L79 EuSt	European Studies
L81 EALC	East Asian Languages & Cultures
L82 EnSt	Environmental Studies
L83 Russ St	Russian Studies
L84 Lw St	Legal Studies
L85 MedH	Medical Humanities
L86 PBPM	Biological & Physical Sciences for PBPM Study
L88 NrsSci	Nursing Science
L89 SpHr	Speech and Hearing
L90 AFAS	African and African-American Studies
L92 APL	Applied Linguistics
L93 IPH	Interdisciplinary Project in the Humanities
L97 GS	Global Studies
L98 AMCS	American Culture Studies
L99 OSP	Overseas Programs
LGS GSAS	The Graduate School

M (Medicine)

Code	Name
M01 OT	Occupational Therapy Program
M02 PhysTher	Physical Therapy Program-Grad
M04 FYSelect	First-Year Selectives
M05 Neurosci	Neuroscience
M10 Anesth	Anesthesiology
M15 Biochem	Biochemistry and Molecular Biophysics
M17 CLNV	Clinical Investigation
M18 BMI	Biomedical Informatics
M19 PHS	Population Health Sciences
M20 Genetics	Genetics
M21 MSB	Biostatistics and Genetic Epidemiology
M25 Medicine	Internal Medicine

M26 FamMed	Family Medicine
M27 EMED	Emergency Medicine
M30 MolMB	Molecular Microbiology
M35 Neurol	Neurology
M40 NeurSurg	Neurological Surgery
M45 ObGyn	Obstetrics and Gynecology
M50 Ophth	Ophthalmology and Visual Sciences
M55 Oto	Otolaryngology
M60 Path	Pathology
M65 Peds	Pediatrics
M70 MolBio/Pha	Molecular Biology and Pharmacology
M75 CellBio	Cell Biology and Physiology
M79 HealthAdm	Health Administration Program
M80 Interdis	Interdisciplinary
M81 Gateway	Gateway Curriculum
M85 Psych	Psychiatry
M88 AHBR	Applied Health Behavior Research
M89 PACS	Audiology and Communication Sciences
M90 Radiol	Radiology
M91 MedPhys	Medical Physics
M92 RadOnc	Radiation Oncology
M95 Surgery	Surgery
M96 Ortho	Orthopedic Surgery
M99 Ind Stdy	Independent Study

S (Social Work and Public Health)

Code	Name
S15 SWCR	Core
S20 SWHS	History & Professional Theme
S30 SWDP	Direct Practice
S31 SWDP	Direct Practice
S40 SWSP	Social Policy
S48 SWSP	Social Policy
S49 SCWK	Social Work
S50 SWSA	Social Administration
S55 MPH	Public Health
S60 SWCD	Community Development
S65 SWCD	Community Development

S70 SWPR	Practicum
S80 SCWK	Social Work
S81 SKILL	Skill Labs
S90 SWDT	Doctoral
S91 PSTM	Post-Master Certificate

T (Engineering - Joint Program & Sever Institute)

Code	Name
T11 JCS	Joint Introduction to Computing
T40 SYSIN	Systems Integration
T54 PRJM	Project Management
T55 ETEM	Engineering Management
T60 GSever	General Professional Education
T64 CNST	Construction Management
T71	Health Care Operations
HLTHCARE	
T81 INFO	Information Management
T83 CYBER	Cybersecurity Management
T93 CSM	Cybersecurity Management (Online)

U (University College)

Code	Name
U02	Classics
Classics	
U03 GS	General Studies
U05 Chem	Chemistry
U07 Econ	Economics
U08 Educ	Education
U09 Psych	Psychological & Brain Sciences (Psychology)
U10 ArtArch	Art History and Archaeology
U11 EComp	English Composition
U12 Fr	French
U13 EPSc	Earth and Planetary Sciences
U14	Germanic Languages and Literatures
German	
U15 ELP	English Language Programs
U16 Hist	History
U18 Film	Film and Media Studies
U19 SUST	Sustainability
U20 Math	Mathematics and Statistics
U21 Drama	Drama
U22 Phil	Philosophy
U23 Phys	Physics
U24 Mus	Music
U25 PolSci	Political Science

U26 Port	Portuguese
U27 Span	Spanish
U29 Bio	Biology
U30 Spch	Speech
U31 Dance	Dance and Somatic Movement Studies
U32	Comparative Literature
CompLit	
U35 Arab	Arabic
U36 Japan	Japanese
U37 Hebr	Hebrew
U38	Chinese
Chinese	
U39 Russ	Russian
U40 Ital	Italian
U43 IS	International Studies
U44 Bus	Business
U47 IRISH	Irish Studies
U48 Comm	Communications
U49 JRN	Journalism
U51	Korean
KOREAN	
U56 ISLA	Integrated Studies in Liberal Arts
U65 ELit	English and American Literature
U66 RelSt	Religious Studies
U67 LAS	Latin American Studies
U68 SOC	Sociology
U69 Anthro	Anthropology
U73 Hindi	Hindi
U74 Sci	Science
U76 NPM	Nonprofit Management
U78 EAsia	East Asian Studies
U79 Art	Art
U80 CRM	Clinical Research Management
U82 CIM	Computers and Information Management
U84 AFAS	African and African-American Studies
U85 IA	International Affairs
U86	Health Care
HCARE	
U87 HRM	Human Resources Management
U89 AMCS	American Culture Studies
U90 GIS	Geographic Information Systems
U91 Ling	Linguistics
U92 WGSS	Women, Gender, and Sexuality Studies

U93 Scan	Scandinavian
U94 JME	Jewish, Islamic, and Middle Eastern Studies
U96 DLA	DLA Seminars
U98 MLA	MLA Seminars

W (Law)

Code	Name
W74 LAW	Law

X (Design & Visual Arts)

Code	Name
X10	Design & Visual Arts - Core
XCORE	
X20 XELEC	Design & Visual Arts - Elective

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing course work and new policies are initiated by the appropriate institutional departments, committees or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students must complete the graduation requirements in effect during the term that they matriculated into their program of study as published in the edition of the *Bulletin* from that academic year. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of the needed information.

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Arch.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_School.pdf))
- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/business/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Business.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Engineering.pdf))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/law/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Law.pdf))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/medicine/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Medicine.pdf))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/brownschool/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Brown.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2021-22/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2021-22/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_UCollege.pdf))

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Arch.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_School.pdf))

- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/business/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Business.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Engineering.pdf))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/law/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Law.pdf))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/medicine/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Medicine.pdf))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/brownschool/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Brown.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2020-21/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2020-21/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_UCollege.pdf))

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_architecture.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_graduate_school.pdf))
- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/business/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_business.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_engineering.pdf))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/law/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_law.pdf))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/medicine/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_medicine.pdf))

- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/brownschool/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_brownschool.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2019-20/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2019-20/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_university_college.pdf))

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_architecture.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_graduate_school.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_engineering.pdf))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/law/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_law.pdf))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/medicine/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_medicine.pdf))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/brownschool/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_brownschool.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2018-19/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2018-19/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_university_college.pdf))

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_architecture.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_graduate_school.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_engineering.pdf))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/law/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_law.pdf))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/medicine/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_medicine.pdf))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/brownschool/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_brownschool.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2017-18/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2017-18/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_university_college.pdf))

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/architecture/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_architecture.pdf))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/art/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_art.pdf))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_graduate_school.pdf))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/engineering/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_engineering.pdf))

- Medicine Bulletin (PDF (<http://bulletin.wustl.edu/about/prior/bulletin17.pdf>))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/undergrad/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_undergraduate.pdf))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2016-17/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2016-17/grad/ucollege/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_university_college.pdf))

2015-2016

- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2015-16/gsas/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2015-16_gsas.pdf))
- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2015-2016_Bulletin_FINAL_3-2-16_.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2015-16/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2015-16_undergraduate.pdf))

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2014-2016_UCollege.pdf))

2014-2015

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2014-2015_bulletin.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2014-15/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2014-2015.pdf))

2013-2014

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2013-2014_bulletin.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2013-14/>)) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_13-14.pdf))

2012-2015

- Graduate Arts & Sciences Bulletin (PDF (http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2012-2015.pdf))

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF (http://bulletin.wustl.edu/about/prior/Bulletin_2012-2014_UCollege.pdf))

2012-2013

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2012-2013_bulletin.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2012-13/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin 12-13.pdf](http://bulletin.wustl.edu/about/prior/Bulletin%2012-13.pdf)))

2011-2012

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2011-2012_bulletin.pdf))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2011-12/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin 11-12.pdf](http://bulletin.wustl.edu/about/prior/Bulletin%2011-12.pdf)))

2010-2011

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2010-2011_bulletin.pdf))
- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin 10-11.pdf](http://bulletin.wustl.edu/about/prior/Bulletin%2010-11.pdf)))

2009-2012

- Graduate Arts & Sciences Bulletin (PDF (http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2009-2012.pdf))

2009-2010

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2009-2010_bulletin.pdf))

2008-2010

- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin 08-10.pdf](http://bulletin.wustl.edu/about/prior/Bulletin%2008-10.pdf)))

2008-2009

- Medicine Bulletin (PDF (http://bulletin.wustl.edu/about/prior/2008-2009_bulletin.pdf))

2006-2009

- Graduate Arts & Sciences Bulletin (PDF (http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2006-2009.pdf)) and accompanying 2008 Update (PDF (http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2008_insert.pdf))

2006-2008

- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin 06-08.pdf](http://bulletin.wustl.edu/about/prior/Bulletin%2006-08.pdf)))

About Washington University in St. Louis

Who We Are Today

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

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts (<http://wustl.edu/about/facts/>) page of our website.

Enrollment by School

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

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous
- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement approved by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website (<http://boardoftrustees.wustl.edu>) for more information.

University Administration

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

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership (<https://wustl.edu/about/leadership/>) is detailed on the Washington University website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students

and faculty. Individual schools — particularly our graduate and professional schools — may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

Fall Semester 2022

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and University College

Date	Day	Description
August 29	Monday	First day of classes
September 5	Monday	Labor Day (no classes)
October 8-11	Saturday-Tuesday	Fall Break (no classes)
November 23-27	Wednesday-Sunday	Thanksgiving Break (no classes)
December 9	Friday	Last day of classes
December 12-21	Monday-Wednesday	Reading and finals

Spring Semester 2023

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and University College

Date	Day	Description
January 17	Tuesday	First day of classes
March 12-18	Sunday-Saturday	Spring Break (no classes)
April 28	Friday	Last day of classes
May 1-10	Monday-Wednesday	Reading and finals

Commencement Ceremonies

Date	Day	Description
May 15	Monday	Class of 2023 Commencement

Summer Semester 2023

Date	Day	Description
May 22	Monday	First Summer Session begins
May 29	Monday	Memorial Day (no classes)
July 4	Tuesday	Independence Day (no classes)
August 17	Thursday	Last Summer Session ends

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

Campus Resources

Student Support Services

The Learning Center. The Learning Center is located on the lower level of the Mallinckrodt Center, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Learning Center website (<https://ctl.wustl.edu/learningcenter/>) or call 314-935-5970. There are three types of services housed within the Learning Center:

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. Programs include course-specific weekly structured study groups facilitated by highly trained peer leaders as well as course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. The Learning Center also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources and so on. Other services include fee-based graduate and professional school entrance preparation courses.
- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website (<https://students.wustl.edu/disability-resources/>) or contact the Learning Center at 314-935-5970 for more information.
- **TRIO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester.

Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website (<https://students.wustl.edu/trio-program/>).

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

Office for International Students and Scholars. If a student is joining the university from a country other than the United States, this office can assist that individual through their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website (<https://students.wustl.edu/international-students-scholars/>) or call 314-935-5910.

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

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

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website (<https://veterans.wustl.edu/>) or send an email to veterans@wustl.edu for more information.

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

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

The Writing Center. The Writing Center — a free service — offers writing advice to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments (<http://writingcenter.wustl.edu>) are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health Services, Danforth Campus

The Habib Health and Wellness Center provides medical and mental health care and health promotion for undergraduate and graduate students on the Danforth Campus. Habib staff members include licensed professionals in Medical Services, Mental Health Services and Health Promotion Services. Please

visit Habif in the lower level of Dardick House on the South 40 or the Habif Health and Wellness Center website (<https://students.wustl.edu/habif-health-wellness-center/>) for more information about Habif's services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m.-5 p.m.

Wednesday: 10 a.m.-5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare (<https://students.wustl.edu/timelycare/>).

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, and travel medicine and sexual health services. Habif Health and Wellness Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits. The student health insurance plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment (<https://students.wustl.edu/habif-health-wellness-center/>).

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

Quadrangle Pharmacy, located in the Habif Health and Wellness Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

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

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries; this list of countries may be found on the Habif website. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, and the varicella vaccine. Medical history

forms (<https://students.wustl.edu/habif-health-wellness-center/>) are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about requirements and deadlines (<https://students.wustl.edu/habif-health-wellness-center/>).

Mental Health Services staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Staff members help each person figure out their own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus counseling. Visit the Habif website to schedule an appointment (<https://students.wustl.edu/habif-health-wellness-center/>), or call 314-935-6666 during business hours.

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to stress, sleep, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center to learn about the programs on campus led by student peer health educators. For information, visit the Health and Wellness Digital Library (<https://students.wustl.edu/health-wellness-digital-library/>), follow Habif on Instagram (<https://www.instagram.com/>) (@washu_habif), or email wellness@wustl.edu.

In 2018, this department launched the **WashU Recovery Group** to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences. The group provides local resources, support, meetings and activities. Members have 24/7 access to a private facility to study, meet and socialize (*in-person services will resume as COVID-19 pandemic restrictions allow*). The group is not a recovery program; it is a confidential resource that students can add to their support system. For more information, send an email to recovery@wustl.edu.

Important Information About Health Insurance, Danforth Campus

Washington University has a student health fee that was designed to improve the health and wellness of the entire Washington University community. This fee supports health and wellness services and programs on campus. In addition, all full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration, with an additional health insurance fee applied to their student account. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan (<https://students.wustl.edu/habif-health-wellness-center/>) can be found online after June 1 of each year. All students must request

to opt out by September 5 of every year in which they wish to be removed from the Student Health Insurance Plan. Habif provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website (<https://students.wustl.edu/habif-health-wellness-center/>).

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page (<https://wumhealth.wustl.edu/students/>) of the School of Medicine website.

Campus Security

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

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

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes for women and men, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website (<https://police.wustl.edu/>).

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

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

University Policies

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

Nondiscrimination Statement

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

Policy on Discrimination and Harassment

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

Sexual Harassment

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

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

Discrimination and Harassment Response Coordinator

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

Title IX Coordinator

Jessica Kennedy, Director of Title IX Office
Title IX Coordinator
Phone: 314-935-3118
jwkennedy@wustl.edu

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

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy (<https://hr.wustl.edu/items/drug-and-alcohol-policy/>) or the Alcohol Policy for Graduate Student Organizations (<https://sites.wustl.edu/prograds/university-wide-graduate-student-group-handbook/alcohol-policy-for-graduate-student-organizations/>) will be handled according to existing policies and procedures concerning the conduct of faculty, staff and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

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

Medical Examinations

Entering students must provide medical information to the Habif Health and Wellness Center. This will include the completion of a health history and a record of all current immunizations.

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

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

Medical and immunization information is to be given via the Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>) website. All students who have completed the registration process should access the website and create a student profile by using their WUSTL Key. Creating a student profile enables a student to securely access the

medical history form. Students should fill out the form and follow the instructions for transmitting it to the Habib Health and Wellness Center. Student information is treated securely and confidentially.

Student Conduct

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

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

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

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

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

Undergraduate Student Academic Integrity Policy

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

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

Scope and Purpose

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

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

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

1. Plagiarism

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

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

2. Cheating on an Examination

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

3. Copying or Collaborating on Assignments Without Permission

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

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

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

To avoid cheating or unauthorized collaboration, a student should never do any of the following:

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

4. Fabrication or Falsification of Data or Records

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

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

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

Under no circumstances is it acceptable for a student to do any of the following:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.

- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than one's own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

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

Reporting Misconduct

Faculty Responsibility

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

Student Responsibility

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

Exam Proctor Responsibility

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

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed rather than the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

Administrative Procedures

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

Student Rights and Responsibilities in a Hearing

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

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

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

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

A student has the following responsibilities with regard to resolving the charge of academic misconduct:

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

Sanctions

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

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

If Found in Violation of the Academic Integrity Policy

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

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

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

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

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

Appeals

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

Records

Administrative Record-Keeping Responsibilities

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

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

Multiple Offenses

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

Reports to Faculty and Student Body

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

Graduate Student Academic Integrity Policies

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

Statement of Intent to Graduate

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

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website (<http://registrar.wustl.edu>).

All current and former students may request official Washington University transcripts from the Office of the University Registrar via either WebSTAC (if they remember their WUSTL Key) or Parchment (if they do not have or cannot remember their

WUSTL Key). Students may print unofficial transcripts for their personal use from WebSTAC. Instructions and additional information are available on the Office of the University Registrar's website (<http://registrar.wustl.edu>).

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

University Affiliations

Please click the arrows below for listings of the accrediting organizations and memberships of the different areas of the university.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website (<https://provost.wustl.edu/assessment/accreditors/>).

Washington University in St. Louis

Accreditation

- Higher Learning Commission (<https://www.hlcommission.org/>)

Memberships

- American Academy of Arts & Sciences (<https://www.amacad.org/>)
- American Association of Colleges & Universities (<https://www.aacu.org/>)
- American Council of Learned Societies (<https://www.acls.org/>)
- American Council on Education (<https://www.acenet.edu/>)
- Association of American Universities (<https://www.aau.edu/>)
- College Board (<https://www.collegeboard.org/>)
- Hispanic Association of Colleges and Universities (<https://www.hacu.net/>)
- Independent Colleges and Universities of Missouri (<https://www.independentcollegesanduniversitiesofmo.com/>)
- National Association of Independent Colleges and Universities (<https://www.naicu.edu/>)
- National Council for State Authorization Reciprocity Agreements (<https://nc-sara.org/>)
- Oak Ridge Associated Universities (<https://www.orau.org/>)
- Universities Research Association (<https://www.ura-hq.org/>)

College of Arts & Sciences

Memberships

- Association of University Summer Sessions (<https://www.theauss.org/>)
- International Center for Academic Integrity (<https://www.academicintegrity.org/>)
- Midwest Association of Pre-Law Advisors (<https://mapla.org/>)
- National Association of Advisors for the Health Professions (<https://www.naahp.org/>)
- National Association of Fellowships Advisors (<https://nafadvisors.org/>)
- North American Association of Summer Sessions (<https://naass.org/>)

Office of Graduate Studies, Arts & Sciences

Memberships

- Association of Graduate Schools (<https://www.aau.edu/taxonomy/term/446/>)
(Founding member)
- Council of Graduate Schools (<https://cgsnet.org/>)
(Founding member)

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design (<https://nasad.arts-accredit.org/>)
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board (<https://www.naab.org/>)
- Master of Landscape Architecture: Landscape Architectural Accreditation Board (<https://www.asla.org/accreditationlaab.aspx>)

Membership — College of Architecture

- Association of Collegiate Schools of Architecture (<https://www.acsa-arch.org/>)

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums (<https://www.aam-us.org/>)

Membership — Mildred Lane Kemper Art Museum

- Association of Art Museum Directors (<https://aamd.org/>)

Olin Business School

Accreditation

- Association of MBAs (<https://www.associationofmbas.com/>)
- Association to Advance Collegiate Schools of Business International (<https://www.aacsb.edu/>)
(Charter member since 1921)
- EQUIS (<https://www.efmdglobal.org/accreditations/business-schools/equis/>)

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET (<http://abet.org/>).

Membership

- American Society for Engineering Education (<https://www.asee.org/>)

School of Law

Accreditation

- American Bar Association (<https://www.americanbar.org/>)

Memberships

- American Association of Law Libraries (<https://www.aallnet.org/>)
- American Society of Comparative Law (<https://ascl.org/>)
- American Society of International Law (<https://www.asil.org/>)
- Association of Academic Support Educators (<https://associationofacademicssupportededucators.org/>)
- Association of American Law Schools (<https://www.aals.org/>)
- Central States Law Schools Association (<http://cslsa.us/>)
- Clinical Legal Education Association (<https://www.cleaweb.org/>)
- Equal Justice Works (<https://www.equaljusticeworks.org/>)
- Mid-America Association of Law Libraries (<https://maall.wildapricot.org/>)
- Mid-America Law Library Consortium (<https://mallco.libguides.com/>)
- National Association for Law Placement (<https://www.nalp.org/>)
- Southeastern Association of Law Schools (<https://sealslawschools.org/>)

School of Medicine

Accreditation

- Liaison Committee on Medical Education (<https://www.aamc.org/services/first-for-financial-aid-officers/lcme-accreditation/>)

Membership

- Association of American Medical Colleges (<https://www.aamc.org/>)

Brown School

Accreditation

- Council on Education for Public Health (<https://ceph.org/>)
- Council on Social Work Education (<https://www.cswe.org/>)

University College

Memberships

- American Association of Collegiate Registrars and Admissions Officers (<https://www.aacrao.org/>)
- International Center for Academic Integrity (<https://www.academicintegrity.org/>)
- National Academic Advising Association (<https://nacada.ksu.edu/>)
- National Association of Advisors for the Health Professions (<https://www.naahp.org/>)
- National Association of Student Personnel Administrators (<https://www.naspa.org/>)
- University Professional and Continuing Education Association (<https://upcea.edu/>)

Note: Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business International (<https://www.aacsb.edu/>).

University Libraries

Membership

- Association of Research Libraries (<https://www.arl.org/>)

Undergraduate Study

Class Size

Nearly three-fourths of Washington University's undergraduate classes range from one to 24 students. We believe smaller classes help students learn more through stimulating group discussion. Class size also depends on the department and pedagogy, with class sizes generally being larger in the earlier stages of the curriculum and becoming smaller as students progress in their chosen fields.

Average Class Sizes by Level

Class Size	L-100	L-200	L-300	L-400
1-10	167	85	126	129
11-24	268	142	250	156
25-39	38	41	52	46
40-64	45	26	48	30
65-100	16	14	23	10
101-200	19	11	5	3
Over 200	7	3	1	1
Total	560	322	505	375

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

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

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

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

All members of the Washington University community share responsibility for creating an atmosphere conducive to learning. A collaborative learning environment involves the active participation of both instructors and students in the classroom and in activities outside the classroom. This environment requires:

- best efforts on the part of both faculty and students to enhance the learning experience for the benefit of all persons involved;
- recognizing that everyone present plays an important role; that all participants in the learning experience deserve respect for what they contribute; and that both faculty and students be sensitive to the importance of the others in this process;
- an atmosphere that embraces multiple identities in the classroom by demonstrating mutual respect for all persons regardless of political, racial, ethnic, religious, gender, sexual orientation, age, disability, socioeconomic or veteran status.

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

Expectations and responsibilities of the faculty

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

- presenting a syllabus that:
 - identifies the goals of the course and its prerequisites, a schedule of major assignments and examinations, and explicit criteria for how student work will be evaluated;
 - articulates ground rules for classroom interaction and consequences for infringement (How much active participation is expected of the student? Is attendance required? Is it acceptable to eat during class? What are the guidelines for collaboration inside and outside of the classroom?);
 - establishes behavior expectations for the class, including respecting every member, listening and engaging;
 - makes clear expectations for technology use during class;
 - includes links to information about inclusion and diversity, bias reporting, and accommodations based upon sexual assault and mental health;
- reminding students of and upholding the university's standards for academic integrity;
- bringing new perspectives and insights to assigned readings and other text materials;
- conducting classroom and one-on-one interactions in keeping with the university's guidelines on diversity and inclusion;

- regularly meeting and punctuality in starting and dismissing class;
 - prompt and responsible grading (including midterms), with evaluative comments and opportunities for students to discuss their grades with the faculty member;
 - adherence to the announced office-hour schedule and offering as many avenues as possible for contact, including by online venue, telephone or email;
 - using appropriate, relevant technology both inside and outside of the classroom to enhance communication between faculty and students;
 - uploading course materials and sending emails or other notifications in a timely manner;
 - overseeing assistants in instruction (AIs), including the training of AIs; providing definitions of grading expectations as per the University Code of Conduct; providing detailed rubrics for grading evaluations, case studies and projects; and ensuring a faculty review in the event students contest their grade and petition for regrading, especially to ensure grading uniformity;
 - regular communication between two or more professors when they share in the teaching process of a one-semester course, including agreement about responsibilities, assignments given to students, and due dates expected;
 - facilitation of and reflection on student evaluations of the faculty member's teaching methods and materials, including midsemester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
 - regular communication with students regarding progress in the course, ways to improve, and grading structure;
 - avoiding prohibitive costs when ordering textbooks and other course materials; making electronic texts available;
 - adhering to the published final examination schedule to avoid interfering with students' preparation for other classes;
 - showing up to all of the classes and giving students the full number of contact hours they deserve each semester.
- behave in the classroom in a manner that demonstrates respect for all students and faculty and follows university guidelines for diversity and inclusion;
 - adhere to the instructor's expectations for the use of technology during class, including laptops, tablets and phones;
 - share responsibility for the flow of information concerning a course by regularly checking the course webpage, online discussion groups and university email;
 - be familiar with and adhere to matters of academic integrity as identified by their instructors and their school within the university;
 - participate in objective and constructive evaluations of the instructor, course content according to the syllabus, and required textbooks/materials to clarify opportunities and strengths that will help the instructor to improve the course in subsequent semesters;
 - conform to the ground rules of the course as defined in the syllabus.

Expectations and responsibilities of the students

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

- actively engage in learning the material and with the process of education, including meeting with the instructor and/or AI when requested to or when necessary;
 - use the course materials, faculty expertise, and expectations for learning to build their own knowledge and skills;
- attend all classes, both lecture and discussion sessions, and participate in class discussions; leave class only for emergencies; use online resources for augmentation and review, not as a substitute for class;
- be punctual in completing assignments;

Learning outside the classroom

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

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

Special student concerns

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

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

Responsibilities of the university administration

For its part, the university administration must:

- continue to provide facilities and ensure adequate classroom and laboratory space that is stocked with sufficient, appropriate equipment;
- give priority to supporting both faculty and students in teaching and learning;
- provide opportunities for professional, student, and leadership development in both teaching and learning;
- be responsive when normal communications between faculty and students break down by providing a process for discussion and negotiation;
- facilitate communication among various constituents of the university;
- facilitate the flow of visitors to the classroom by providing faculty with ample notice.

Where to get help

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

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

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

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

Concerns and/or disagreements that have not been resolved by this process can be addressed to the faculty-student mediator.

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

10/30/2015*

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

Admission Procedures

First-Year Admission

The undergraduate admissions committee reviews each application in a holistic and individualized manner, with a goal of getting to know each student through the application process. Some of the things assessed during this process include the following:

- Academic potential and preparation
- Personal characteristics and qualities
- Accomplishments and involvement

Admission to Washington University is both selective and competitive. The university receives applications from far more students than it is able to admit each year. Students who come to Washington University have challenged themselves academically and personally during their high school years and are required to have earned a high school diploma or its equivalent, including home-schooled students and students holding a GED. Most applicants take advantage of honors, Advanced Placement and International Baccalaureate, and/or Dual Enrollment courses, if offered by their high schools. The admissions review takes each applicant's individual context, circumstances, and opportunities into account.

Most candidates' transcripts include the following:

- Four years of English
- Four years of mathematics; calculus is strongly recommended for majors in Architecture, Business, and Engineering; science majors in Arts & Sciences; and those who intend to pursue a pre-medicine path
- Three to four years of history or social science
- At least two years of the same foreign language since ninth grade
- Three to four years of laboratory science; chemistry and physics are strongly recommended for Engineering majors and for those who plan to do course work in the sciences and/or pre-medicine

Important components of a student's application also include the following:

- The student's academic performance (transcript), including course selection, grades, and class rank, if provided by the secondary school
- Counselor and teacher recommendations

- Essays
- Extracurricular and community involvement, including positive impacts on home and community
- Standardized testing, if provided (see below)

Standardized Testing

WashU has extended its test optional policy for applicants for admission through the fall semester in 2024. Applicants have the option of whether to submit standardized test scores. Students who are unable to or who elect not to submit their test scores will have the requirement automatically waived and will not be penalized. For those who do submit test scores, either SAT or ACT scores are acceptable, and neither the writing section nor SAT Subject Tests are required. Test results from any of the student's high school years are acceptable and we consider only the highest individual scores, whenever they occurred. Students may also submit additional testing (such as SAT Subject Tests, AP or IB exam scores, or other forms of testing) in addition to, or in lieu of, the SAT or ACT.

Applying for Admission

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

- Common Application or Coalition Application
- Nonrefundable \$75 fee or a simple fee-waiver request
- All required additional materials as outlined in the Office of Undergraduate Admissions guidelines, including a teacher recommendation, a school report, and official transcripts

Washington University also accepts applications through the QuestBridge Match process.

Decision Plans

Washington University offers two binding Early Decision options (Early Decision I, with a deadline of November 1 and notification by December 16, and Early Decision II, with a deadline of January 4 and notification by February 17) and Regular Decision, with a deadline of January 4 and notification by April 1 each year.

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

Selecting a Division

We encourage students to think about where their interests may lie at the time they apply in terms of a major and a degree path to pursue. Applicants must select one of the academic divisions (Architecture, Art, Arts & Sciences, Business, or Engineering) or the Beyond Boundaries program as the primary point of interest. This allows us to assess proper preparation in the application review process and to provide effective academic advising from the start to help students realize their goals. Once admitted to a division, a student must spend at least one full semester in that division before requesting a change to another undergraduate division at Washington University. Students wishing to switch undergraduate divisions after the first semester do so by meeting with their dean's office. (Note: Olin Business School considers transfer requests after the first year.)

If English Is Not the Student's Primary Language

International applicants for whom English is a second language are required to demonstrate evidence of English language proficiency by submitting results from the TOEFL (<http://www.ets.org/toefl/>) (Test of English as a Foreign Language), IELTS (<http://www.ielts.org/>) (International English Language Testing System), or Duolingo English Test (<https://englishtest.duolingo.com/applicants/>). Applicants may also seek a waiver, based upon specific circumstances. Students should refer to the Office of Undergraduate Admissions for additional guidance.

Portfolios

In addition to the application materials referenced above, applicants to the College of Art are required to submit a portfolio of their work and applicants to the College of Architecture are encouraged to do so. All College of Art students will be considered for the Conway or Proetz Scholarship in art; Architecture students who submit portfolios will be considered for the Fitzgibbon Scholarship.

Applicants should submit their portfolios through SlideRoom and should include 12 to 15 pieces of recent work, which may include drawings, two- and three-dimensional pieces, and photographs. (If an applicant is submitting an architecture portfolio, they should not include CAD drawings or examples of their drafting skills.) The applicant may include additional information about each piece, such as the title, medium, dimensions and date completed.

Deferred Enrollment

Admitted students who have submitted their enrollment materials but wish to begin their studies at a later date may request to defer enrollment at Washington University for a period of one year, with extension possible for an additional year depending on

individual circumstances. Requests to defer enrollment (“take a gap year”) are reviewed individually on a case-by-case basis and must be received by the Office of Undergraduate Admissions by May 15.

Deferred enrollment is designed for students who wish to engage in a substantive personal growth experience before enrolling or students completing compulsory national service and/or a religious commitment. Students who have deferred enrollment should not enroll as a full-time student at another institution. If a student pursues any course work during deferred enrollment, any courses taken during the deferred period are typically not accepted for credit. Final decisions about the transferability of any credit lies with the dean's office in each division.

Students interested in deferring enrollment should contact the Office of Undergraduate Admissions for important deadlines and procedures. Note: students deferring enrollment must reapply for financial assistance during the application cycle immediately preceding the date of desired entry.

Please visit the Admissions website (<https://admissions.wustl.edu/common-questions/>) for more information.

Statement of Admissions Conduct

Washington University in St. Louis is committed to the highest ethical and professional standards of conduct as an integral part of its mission, the promotion of learning. To achieve this goal, the university relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Each community member is accountable for his/her actions. Therefore, an offer of admission and a student's enrollment at the university are contingent upon the accurate and complete representation of information within the application for admission, as well as successful completion of their current studies. Applicants are obligated to notify the university of any changes in the information provided or responses submitted as part of their application. Washington University in St. Louis reserves the right to rescind an offer of admission or revoke a student's enrollment at any time if we receive information that, in our sole judgment and discretion, indicates that the information provided in the application is inaccurate or misleading or if new information leads the university to determine that a student is no longer a positive presence for study or participation in our community.

Transfer Admission

Transfer admission to Washington University is selective; the university receives more applications each year than it has space to admit. Washington University only accepts applications for transfer admission for entry in the fall semester.

An applicant should apply as a transfer student if they meet all of the following requirements:

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

For information about transfer application deadlines (<https://admissions.wustl.edu/how-to-apply/application-deadlines/>), please visit the Admissions website.

Preparation for Transfer

Transfer applicants are reviewed for their preparation to successfully enroll in their division of interest. Available space in each division varies every year. Generally speaking, strong applicants will have achieved at least a B+ average from a two- or four-year college in courses across a broad academic curriculum.

Some academic divisions require specific academic achievement and the completion of specific course work. For example, students with interests in business must demonstrate strong performance in math course work, including calculus, and students interested in engineering or the physical or biological sciences must demonstrate strong performance in science and mathematics course work, including calculus. Applicants are advised to review the suggested guidelines and specific course work needed for their intended area of study or intended professional pathway (e.g., pre-med); this is available on the Admissions website (<https://admissions.wustl.edu/how-to-apply/admission-requirements/>).

Additionally, transfer applicants must have left their current institution and all previous institutions in good standing and be eligible to return. If an applicant has been away from a formal academic setting for more than two years, we require the applicant to complete at least one year (30 units) of work at another college or university before applying for transfer admission.

Due to the very limited number of transfer spaces available, transfer applicants are ineligible to request deferred enrollment from one year to the next.

For additional admissions information on how to apply as a transfer applicant, please visit the Admissions website (<https://admissions.wustl.edu/how-to-apply/admission-requirements/>).

To apply as a transfer applicant, applicants must submit their high school transcript(s), their application, official transcripts of all previous college work, a Transfer Academic Evaluation (letter of recommendation), a Transfer Registrar Report (College Report), and the nonrefundable \$75 application fee (or fee

waiver) to the Office of Undergraduate Admissions. Admissions has extended its test optional policy for transfer applicants enrolling through the fall of 2024; applicants have the option of whether to submit standardized testing, such as the SAT or ACT.

Detailed information about applying for financial aid is available on the Student Financial Services website (<https://financialaid.wustl.edu/applying-for-aid/>) and in this *Bulletin*.

Transfer admission information for individual schools is listed as follows.

Transferring into Arts & Sciences

Each year, a number of students from other colleges and universities transfer into the College of Arts & Sciences. Upon their admission, the transfer student advisor reviews and evaluates their previous academic work. Full credit is normally granted for courses taken at accredited institutions, provided that the university offers comparable courses and that the student has completed the courses with a grade of C or better. **Please note: With the exception of course work taken during the 2020-21 academic year, online course work will not be considered for transfer credit.** In addition, transfer credit may be counted where applicable and upon approval toward major or minor requirements. Transfer students must be enrolled for at least four consecutive full-time semesters, excluding summer terms, to satisfy the residency requirement. They must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences, in accordance with the table found under the heading "Transfer Students" on the Arts & Sciences Degree Requirements (p. 1109) page of this *Bulletin*.

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

Transferring into Architecture

Places for transfer students are extremely limited and require strong performance in an arts and sciences curriculum, preferably with preparation in the visual arts. Placement into the design studio sequence is determined by a portfolio review and an evaluation of prior course work. To assist with appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting. The applicant's previous work should parallel as closely as possible the course work outlined on the Architecture Degree Requirements (p. 94) page.

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

Transferring into Art

The number of studio art credits that a transfer applicant has already earned, in combination with an evaluation of the applicant's portfolio, determines the level at which the student is admitted. As much as possible, the studio art courses taken at other institutions should correspond with the program at Washington University as outlined on the Art Degree Requirements (p. 187) page. To assist with appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting.

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

Transferring into Business

The Olin Business School offers transfer enrollment during the fall semester. The strongest candidates for admission are able to demonstrate solid academic performance at a two- or four-year college that mirrors most of the academic requirements that our students complete during their first or second year of study. For a sophomore-level transfer candidate, this would include Calculus II at the college level. For a junior-level transfer candidate, this would include financial accounting, microeconomics, and perhaps macroeconomics and managerial accounting. All transfers to the Olin Business School must have completed an equivalent to Calculus II at the college level. Students who are admitted to the Olin Business School should expect a written course evaluation from the transfer student advisor within two weeks of receiving their offer of admission; this letter will indicate the courses that will be accepted by the business school. A maximum of 60 credits will be accepted toward our undergraduate degree. Students must earn at least a C grade in the course for the units to transfer to Washington

University. Typically, courses taken online are not accepted as transfer credit. However, online courses taken during the beginning of the COVID-19 pandemic (Spring 2020 and Summer 2020) will be transferable. Grades will not transfer to Washington University.

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

Please refer to the Degree Requirements (p. 1167) for the Bachelor of Science in Business Administration degree.

Transferring into Engineering

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

To be recommended for any bachelor's degree, a transfer applicant must satisfy applicable requirements of the McKelvey School of Engineering as shown in the Degree Requirements (p. 1291) section of this *Bulletin*. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

Pre-Matriculation Credit Units

Pre-matriculation credit units are earned before an applicant's enrollment at Washington University as a first-year student and can be applied toward a Washington University degree. A maximum of 15 units of pre-matriculation credit may be counted toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements/meet general education requirements.* Sources for pre-matriculation credit units include Advanced Placement (AP) examinations, International Baccalaureate (IB)

courses, British Advanced (A) Levels, course credit earned by proficiency (e.g., Back Credit), and college credit earned after the student's sophomore year in high school. Credits earned via Arts & Sciences Pre-College Programs are considered to be pre-matriculation credit units and are subject to the same regulations. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.

- * • A student in the **College of Arts & Sciences** may apply a maximum of 15 units of pre-matriculation credit toward any undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.
- A student in the **Olin Business School** may apply a maximum of 15 units of pre-matriculation credit toward the Bachelor of Science in Business Administration undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.
- A student in the **McKelvey School of Engineering** may apply a maximum of 15 units of pre-matriculation credit toward any undergraduate degree. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.
- A student in the **College of Art** may apply a maximum of 15 units of pre-matriculation credit toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.
- A student in the **College of Architecture** may apply a maximum of 15 units of pre-matriculation credit toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.

Students who wish to receive pre-matriculation credit from their College Board AP examinations, International Baccalaureate courses, and British A-Level examinations should submit their official score reports to Washington University. All appropriate test scores will have course equivalents assigned to them and will be noted on the transcript. However, a maximum of 15 units of pre-matriculation credit will be awarded, provided credit has

not been already designated as the result of college course work having been transferred as well. If a student takes a course in residence for which they have already received AP/IB/A-Level credit, the AP/IB/A-Level credit will be removed automatically.

College Courses Prior to Washington University

A maximum of 15 units of pre-matriculation credit may be awarded for college courses completed at another college or university prior to matriculation, provided no other pre-matriculation credits have been awarded. In the College of Arts & Sciences, Sam Fox School of Design and Visual Arts, Olin Business School, and McKelvey School of Engineering, college courses completed at another college or university prior to matriculation must meet the following standards:

1. Taken after the sophomore year in high school
2. Taken at a fully accredited college or university
3. Taught on a college or university campus
4. Taught by a college or university faculty member
5. Enrolled in primarily by matriculated college students (i.e., high school graduates)
6. Not listed on the high school transcript, did not count toward the high school diploma/graduation requirements, and was not part of a high school/college dual credit program

Students in the **College of Arts & Sciences** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should visit the College of Arts & Sciences website (<https://artsci.wustl.edu/resources/policies-procedures/>).

Students in the **Olin Business School** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should contact the Olin Business School (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/Pages/contact-us.aspx>).

Students in the **Sam Fox School of Design and Visual Arts** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should visit the Sam Fox School website (<https://insidesamfox.wustl.edu/students/advising/policies/>) or contact the Sam Fox School registrar (samfoxregistrar@email.wustl.edu).

Students in the **McKelvey School of Engineering** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should contact the McKelvey School of Engineering (<https://engineering.wustl.edu/offices-services/student-services/undergraduate-student-services/transfer-course-credit.html>) or email their questions about the transfer course equivalency review process to EUSS@wustl.edu.

Secondary School Course Work

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

Proficiency and Placement Examinations

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

Four types of examinations are recognized:

- 1. Washington University Placement Examinations.** Placement examinations (<https://artsci.wustl.edu/registration-101/#generic-article>) are administered by various departments and have different requirements for advanced course placement.
- 2. International Baccalaureate.** Students who have earned the International Baccalaureate diploma or who have successfully passed examinations in the program should consult a dean in their undergraduate division of the university about advanced course placement and credit. These scores may be used for placement or granting of degree credit, according to the recommendations of the various departments. Subsidiary-level scores are not recognized.
- 3. Advanced (A) Levels (A-Levels).** These grades may be used for placement or granting of degree credit, according to the recommendations of the various departments.
- 4. Advanced Placement (AP) Examinations.** These are used for placement, partial fulfillment of major or minor requirements, and the granting of degree credit, according to the recommendations of the various departments. Examinations are given by the College Board in May of each year for secondary school (high school) students who have been enrolled in college-level courses in the same subject or subjects of the exam. For the most current policy information, visit the College of Arts & Sciences Advanced Placement webpage (<https://artsci.wustl.edu/resources/ap-credit/>). Students who wish to receive pre-matriculation credit for their AP test scores must have their AP test scores sent to Washington University by contacting the College Board at www.collegeboard.org (<http://www.collegeboard.org/>) or 1-888-225-5427 (College Code 6929).

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

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

Back Credit Policy

East Asian Languages

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

Chinese

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

Japanese

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

Korean

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

French (L34)

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

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

Germanic Languages and Literatures (L21)

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

German 201D = 3 units for German 102D
German 202D = 3 units for German 102D and 3 units for German 201D
German 301D = 3 units for German 102D and 3 units for German 201D
German 302D = 3 units for German 102D and 3 units for German 201D

For students who started German at WashU prior to fall 2021:

German 210D = 3 units for German 102D

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

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

Greek (L09)

Students may be awarded 3 units of credit for Greek 101D upon completion of Greek 210. Students may be awarded 3 units of credit for Greek 101D and 3 units of credit for Greek 102D upon completion of Greek 317C or Greek 318C with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

Italian (L36)

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

Ital 201D = 3 units for Ital 102D

Ital 307D = 3 units for Ital 201D and 3 units for Ital 102D

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

Jewish, Islamic, and Middle Eastern Languages

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

Arabic

Arab 207D or Arab 208D = 3 units for Arab 108D

Arab 307D or Arab 308D = 3 units for Arab 207D and 3 units for Arab 208D

Arab 3075 or Arab 3085 = 3 units for Arab 207D and 3 units for Arab 208D

Arab 407 or Arab 408 = 3 units for Arab 3075 and 3 units for Arab 3085

Hebrew

HBRW 2011 or HBRW 2012 = 3 units for HBRW 1012

HBRW 320D or HBRW 322 = 3 units for HBRW 1012 and 3 units for HBRW 2012

HBRW 384 or HBRW 385 = 3 units for HBRW 1012 and 3 units for HBRW 2012

HBRW 4011 or HBRW 402 = 3 units for HBRW 2012 and 3 units for HBRW 322D

Hindi

Hindi 201 or Hindi 202 = 3 units for Hindi 112D

Hindi 301 or Hindi 302 = 3 units for Hindi 201 and 3 units for Hindi 202

Urdu

Hindi 232 or Hindi 232A = 3 units for Hindi 151

Hindi 250 or Hindi 251 = 3 units for Hindi 151

Hindi 305 or Hindi 306 = 3 units for Hindi 250 and 3 units for Hindi 251

Latin (L10)

Students may be awarded 4 units of credit for Latin 101D and 4 units of credit for Latin 102D upon completion of Latin 301, Latin 3161, Latin 3171 or Latin 3181 with a grade of B or better. Placement in the appropriate course is determined by examination.

Mathematics (L24)

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

Math 132 = 3 units for Math 131

Math 233 = 3 units for Math 131 and 3 units for Math 132

All other courses = no credit

Russian (L39)

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

Native speakers are not eligible for back credit, so evidence of secondary or postsecondary study of the language is required.

Russ 322D or Russ 324D = 3 units for Russ 211D and 3 units for Russ 212D

Russ 211D or Russ 212D = 3 units for Russ 102D

Spanish (L38)

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

Span 201E = 3 units for Span 102D

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

Span 302* = 3 units for Span 202 and 3 units for Span 201E

Span 308E = 3 units for Span 302* and 3 units for Span 202 (credit awarded for placement; completion of the course is not required)

* Back credit for Span 302 can only be used for elective credit; it cannot be used toward a Spanish major or minor.

International Baccalaureate Policy

Biology (L41)

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

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

Business/Organization

No credit given.

Chemistry (L07)

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

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

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

Classical Greek (L09)

No credit awarded. Placement is determined by departmental examination. Students who place into Greek 317C or higher may be awarded 6 units of back credit upon completion of a Greek course at the 300 level or higher with a grade of B or better. Students who place into Greek 210 may be awarded 3 units of back credit upon completion of Greek 210 with a grade of B or better.

Computer Science (E81)

No credit awarded, but a student can take the CSE 131 placement exam (<https://cse.wustl.edu/academics/placement-exam.html>). Contact the CSE office at 314-935-6160 for more information.

Economics (L11)

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

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

English Literature (L14) and Writing (L13)

Grade 7: 3 units of elective credit (L13 0001) contingent upon completing L59 111-120, L59 100 or L13 103 with a grade of B or better. Please note that no credit is given for writing or literature courses.

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

French (L34)

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

Geography

No credit awarded.

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

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

German 201D = 3 units for German 102D

German 202D = 3 units for German 102D and 3 units for German 201D

German 301D = 3 units for German 102D and 3 units for German 201D

German 302D = 3 units for German 102D and 3 units for German 201D

Greek (L09)

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

History (L22)

American History: No credit awarded.

European History: No credit awarded.

African History: No credit awarded.

Islamic World History: No credit awarded.

South and Southeast Asia History: No credit awarded.

South Asia and Middle East History: No credit awarded.

Italian (L36)

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

Latin (L10)

Students who place into Latin 301 or above may be awarded 4 units of back credit for Latin 101D and 4 units of back credit for Latin 102D upon completion of the course with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

Mathematics (L24)

Mathematics HL:

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

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

Music (L27)

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

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

Norwegian

No credit awarded.

Philosophy (L30)

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

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

Physics (L31)

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

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

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

Physics EE: No credit awarded.

Psychological & Brain Sciences (L33)

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

Social Anthropology (L48)

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

Spanish (L38)

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

Visual/Studio Arts (F20)

Grade 7: 3 units of elective credit.

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

A-Level Tests Policy

Accounting (B50)

Advanced Level grades of A, B, C & D to be awarded 3 units of accounting elective credit (B50 0001).

Biology (L41)

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

Business Studies (B53)

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

Chemistry (L07)

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

Computer Science (E81)

No credit given but a student can take the CSE 131 placement exam (<https://cse.wustl.edu/academics/placement-exam.html>). Contact the CSE office at 314-935-6160 for more information.

Economics (L11)

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

French (L34)

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

German (L21)

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

German 201D = 3 units for German 102D

German 202D = 3 units for German 102D and 3 units for German 201D

German 301D = 3 units for German 102D and 3 units for German 201D

German 302D = 3 units for German 102D and 3 units for German 201D

Greek (L09)

Students may be awarded 6 units of back credit upon completion of a Greek course at the 300 level or above with the grade of a B or better or 3 units of back credit upon completion of Greek 210 with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

History (L22)

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

Latin (L10)

Students who place into Latin 301 or above may be awarded 4 units of back credit for 101D and 4 units of back credit for 102D upon completion of the course with a grade of a B or better. Placement at the appropriate level is determined by departmental examination.

Mathematics (L24)

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

Mathematics (Further) (L24)

Advanced Level grades of A and B will be awarded 6 units of credit for Math 131 and Math 132 automatically. An Advanced Level grade of C will only receive credit for Math 131–132 upon successful completion of Math 233 with a grade of C+ or better at Washington University (or credit for Math 131 will be given for completion of Math 132); this course essentially covers all of the material in Math 131–132 together with some extra physics and probability statistics.

Music (L27)

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

Physics (L31)

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

Psychological & Brain Sciences (L33)

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

Spanish (L38)

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

Span 201E = 3 units for Span 102D

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

Span 302 = 3 units for Span 202 and 3 units for Span 201E

Span 308E = 3 units for Span 302* and 3 units for Span 202 (credit awarded for placement, completion of the course is not required)

* Back credit for Span 302 can only be used for elective credit; it cannot be used toward a Spanish major or minor.

Writing (L13)

No credit or placement given.

Advanced Placement Policy

Art History (L01) — Test: AHS

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

Grade 3, 2, 1: No credit given.

Biology (L41) — Test: BIO

Grade 5, 4: 6 units of credit for Biol 100A (elective credit). Students who plan to major in Biology or who are pre-medicine normally will enroll in Biol 2960 in the spring of freshman year and Biol 2970 in the fall of sophomore year.

Grade 3, 2, 1: No credit given.

Chemistry (L07) — Test: CHE

Those students who receive a 5 on the AP test in Chemistry will receive 3 units each of Chem 103 and Chem 104. Those students who receive a 4 will receive 3 units of Chem 103. Receipt of these credits has no bearing on the fulfillment of chemistry requirements for pre-medicine or any science major and cannot be used to satisfy prerequisites for Organic Chemistry. All students who wish to pursue a Chemistry major must take Chem 111A and Chem 112A and the associated labs, Chem 151 and Chem 152. Students who wish to pursue another major or a pre-professional preparatory curriculum requiring general chemistry must take either Chem 105 and Chem 106 or Chem 111A and 112A (specific requirements defined by the major program) and the associated labs, Chem 151 and Chem 152. Students who wish to exempt either the first or second semester of general chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

Grade 5: 6 units of credit: 3 units each of Chem 103 and Chem 104. These units do not replace Chem 105/106 or Chem 111A/112A. Chem 106 or Chem 112A must be completed prior to registration in Chem 261 or Chem 401 or any advanced courses in Chemistry.

Grade 4: 3 units of Chem 103. These units do not replace Chem 105/106 or Chem 111A/112A.

Grade 3, 2, 1: No credit given.

Computer Science (E81) — A Test

Grade 5, 4: 3 units of general elective credit for E81 CSE 131. Students who want to confirm their skills can take the online placement exam (<https://cse.wustl.edu/academics/placement-exam.html>).

Grade 3, 2, 1: No credit or placement given, but a student can take the online placement exam (<https://cse.wustl.edu/academics/placement-exam.html>) and receive "proficiency" credit if a passing score is achieved.

Computer Science (E81) — AP Computer Science Principles/Test CSP

Grade 5, 4: 3 units of general elective credit for E81 CSE 013. Students who want to confirm their skills can take the online placement exam (<https://cse.wustl.edu/academics/placement-exam.html>).

Grade 3, 2, 1: No credit given. Students who want to confirm their skills can take the online placement exam (<https://cse.wustl.edu/academics/placement-exam.html>).

Economics–Micro (L11) — Test: EMI

Grade 5: 3 units of undergraduate general degree credit (L11 0001), contingent upon completion of Econ 4011 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course having an Econ 1011 prerequisite is permitted; however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing Econ 1011 requires the completion of additional economics elective credit for the major/minor.

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

Economics–Macro (L11) — Test: EMA

Grade 5: 3 units of undergraduate general degree credit (L11 0001), contingent upon completion of Econ 4021 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course having an Econ 1021 prerequisite is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing Econ 1021 requires the completion of additional economics elective credit for the major/minor.

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

English: Language and Composition (L13) or Literature and Composition (L14) — Test: ENG

Grade 5: 3 credits of elective credit (L13 0001) contingent upon completing L59 111-120, L59 100 or L13 Writing 103 with a grade of B or better.

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

Environmental Science (L81)

No credit or placement given.

French Language (L34) — Test: LNF

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

Grade 5: 3 units of credit for French 102D and 3 units of credit for French 201D. Students may enroll in a 300-level course conducted in the language.

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

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

Grade 2, 1: No credit given.

French Literature (L34) — Test: LNF

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

Grade 5: 3 units of credit for French 102D and 3 units of credit for French 201D. Students may enroll in a 300-level course conducted in the language.

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

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

Grade 2, 1: No credit given.

German (L21) — Test: LNG

Grade 5: 3 units of credit for German 102D and 3 units for German 201D; students may enroll in German 202D.

Grade 4: 3 units of credit for German 102D; an additional 3 units of credit for German 201D* awarded upon satisfactory completion of German 202D (B- or better).

Grade 3: 3 units of credit for German 102D* and 3 units for German 201D, awarded upon satisfactory completion of German 202D (B- or better).

Grade 2, 1: No credit given. Students should take the departmental placement exam.

* Students may receive this credit only if they start their language study with German 202D.

History (L22)

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

Grade 5: 3 units of credit for History 163.

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

Grade 3, 2, 1: No credit given.

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

Grade 5: 3 units of credit for History 102.

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

Grade 3, 2, 1: No credit given.

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

Grade 5: 3 units of credit for History 164.

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

Grade 3, 2, 1: No credit given.

Latin (L10) — Test: LNL

Grade 5, 4: 3 units of credit for Latin 101D and 3 units of credit for Latin 102D upon completion of Latin 301, Latin 3161, Latin 3171, or Latin 3181 with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

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

Mathematics (L24) — Test: MAB

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

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

Grade 4: The student will be placed into Math 132. Students can still obtain credit for Math 131 by successfully completing Math 132 (see the Back Credit policy). Students should contact their major program about the program's specific requirements.

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

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

Mathematics (L24) — Test: MBC

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

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

Grade 4: The student will be placed into Math 233. Students can still obtain credit for Math 132 by successfully completing Math 233 (see the Back Credit policy). Students should contact their major program about the program's specific requirements for math waivers.

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

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

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

Music Literature/Listening (L27) — Test: MUL

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

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

Grade 3, 2, 1: No credit given.

Music Theory (L27) — Test: MUT

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

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

Grade 3, 2, 1: No credit given.

Physics (L31)

Physics 1 Test — Test: P1

Grade 5: 3 units of elective credit for Physics 113A. This corresponds to the first semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 191 and Physics 191L in the fall semester.

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

Physics 2 Test — Test: P2

Grade 5: 3 units of elective credit for Physics 114A. This corresponds to the second semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 192 and Physics 192L in the spring semester. Students may not enroll in Physics 192 without first taking Physics 191.

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

C Test (Mechanics) — Test: PCM

Grade 5: 4 total units of credit for Physics 191 (3 credits) and Physics 191L (1 credit). This corresponds to the first semester in a two-semester, calculus-based introductory physics sequence. Students may enroll in Physics 192 and Physics 192L, the second semester of this introductory calculus-based physics sequence, in the spring semester. Physics majors and students interested in an advanced treatment of introductory physics should enroll in Physics 193 and Physics 191L in the fall semester, followed by Physics 194 and Physics 192L in the spring.

Grade 4: 3 units of elective credit for Physics 113A. This corresponds to the first semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 191 and Physics 191L in the fall semester.

Grade 3, 2, 1: No credit given.

C Test (Electricity and Magnetism) — Test: PCE

Grade 5: 4 total units of credit for Physics 192 (3 credits) and Physics 192L (1 credit). This corresponds to the second semester in a two-semester, calculus-based introductory physics sequence. Students who require

calculus-based physics for course or major requirements should enroll in Physics 193 and Physics 191L in the fall semester, followed by Physics 194 and Physics 192L in the spring.

Grade 4: 3 units of elective credit for Physics 114A. This corresponds to the second semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 191 and Physics 191L in the fall semester.

Grade 3, 2, 1: No credit given.

Political Science (L32)

American Politics — Test: POA

Grade 5, 4: 3 units of undergraduate credit for Pol Sci 0001, contingent upon completion of an advanced (300-/400-level) course in American politics with a grade of C or better. The credit will not count toward the political science major/minor, but it waives the Pol Sci 101B requirement.

Grade 3, 2, 1: No credit given.

Comparative Politics — Test: POC

Grade 5, 4: 3 units of undergraduate credit for Pol Sci 0002, contingent upon completion of an advanced (300-/400-level) course in comparative politics with a grade of C or better. The credit will not count toward the political science major/minor, but it waives the Pol Sci 102B requirement.

Grade 3, 2, 1: No credit given.

Psychological & Brain Sciences (L33)

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

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

Spanish Language (L38) — Test: LNS

No credit awarded. All students wishing to enroll in Spanish must take the online placement exam. Course placement is decided solely on the basis of this exam and not by AP scores. Students who place into and complete higher-level courses can earn up to 6 units of back credit for preceding courses.

Spanish Literature (L38) — Test: LNS

No credit awarded. All students wishing to enroll in Spanish must take the online placement exam. Course placement is decided solely on the basis of this exam and not by AP scores. Students who place into and complete higher-level courses can earn up to 6 units of back credit for preceding courses.

Statistics (L24) — Test: STA

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

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

2D Art and Design (F20) — Test: A2D

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

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

3D Art and Design (F20) — Test: A3D

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

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

Drawing (F20) — Test: DRW

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

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

Financial Support

Washington University is committed to continuing to find new ways to provide students the resources they need to engage fully in academic and campus life. Student Financial Services has worked to create a variety of special programs (<https://financialaid.wustl.edu/how-aid-works/affordability/>) to ensure access and affordability for students regardless of their ability to pay tuition and fees.

Washington University bases most financial assistance on a careful assessment of financial need. The university also offers a limited number of academic scholarships and fellowships awarded based primarily on academic achievement and outstanding promise for excellence at WashU. Other financing options and innovative plans — such as the university's Partners in Education with Parents program (<https://financialaid.wustl.edu/payment-financing/partners-in-education-with-parents-pep-2/>) and the Installment Payment Plan (<https://financialaid.wustl.edu/payment-financing/installment-payment-plan/>) (the monthly payment plan administered by CASHNet) — assist students and families with financing the university's costs.

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

Applicants' financial circumstances are considered individually during the financial assistance process. When evaluating the extent of each applicant's need, the university considers many factors besides family income, such as the number of people in the family, the number of children in college at the same time, and special financial circumstances.

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

Veterans. Washington University is committed to ensuring the success of all military-connected students in their pursuit of attitudes, skills, and habits of lifelong learning and leadership. For more information about how we support veterans, military service members, spouses, dependent children, caregivers, survivors, and ROTC Cadets, visit the Office of Military & Veteran Services (<https://veterans.wustl.edu/>). Specific information about benefits (<https://veterans.wustl.edu/students/va-educational-benefits/>) is available.

Scholarship Funds

Many generous Washington University donors provide scholarship funds to assist deserving students who need financial support to attend WashU. These scholarships are included in financial assistance awards. In addition, all applicants for admission are jointly considered for scholarships offered

by academic divisions based on merit and financial need. Our Signature Scholars Programs — Danforth, Ervin, and Rodrigue — are awarded through a special application process. Signature Scholarships are awarded based primarily on merit, with consideration for financial need. For scholarship information (<https://admissions.wustl.edu/cost-aid/scholarships/>), please visit the Admissions website.

Army ROTC Scholarships

High school seniors can apply for four-year Army Reserve Officers' Training Corps (ROTC) scholarships. Current students can apply for three- and two-year scholarships. Students pursuing a graduate or advanced degree can compete for a two-year scholarship. Army ROTC scholarships are awarded based on merit, and they cover the full amount of tuition and mandatory fees. Army ROTC scholarships also include support for textbook purchases once per semester and a monthly subsistence allowance during the period that the student is in school on scholarship status. Some students who receive Army ROTC scholarships also receive stipends from the university toward room and board. The source of the student's stipend will be the university, the federal or state government, or other scholarships, depending on the student's eligibility for financial assistance. For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112; call 314-935-5521; or visit the Washington University Army ROTC website (<http://rotc.wustl.edu>). The Four-Year Scholarship application may be submitted through the Army ROTC National Headquarters website (<http://www.goarmy.com/rotc/>).

Air Force ROTC Scholarships

High school seniors may compete for three- or four-year Air Force ROTC (AFROTC) scholarships, which cover up to full tuition at Washington University, plus a monthly stipend and allowance for books. The In-College Scholarship Program (ICSP) requirements vary from year to year and require at least one semester of AFROTC participation prior to application. Extensive information and the electronic application portal can be found on the AFROTC website (<http://www.afrotc.com>). Some students who receive AFROTC scholarships also receive stipends from the university for room and board. The source of the student's stipend will be the university, the federal or state government, or other scholarships, depending on the student's eligibility for financial assistance.

Different types of AFROTC merit-based scholarships are available to students studying at Washington University. However, a scholarship is not required to join AFROTC or to successfully begin a career as an Air Force officer. For scholarship details, contact AFROTC Detachment 207 at 314-977-8311 or afrotc@slu.edu.

Corporation Awards to Children of Employees

A number of companies have scholarship programs open to the children of their employees. Inquiries about such plans should be made through the parents' employers.

Loans

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

Partners in Education with Parents (PEP)

Partners in Education with Parents (PEP) (<https://financialaid.wustl.edu/payment-financing/partners-in-education-with-parents-pep-2/>) is an innovative multiple-option program financed and operated by Washington University to help parents and families pay university charges for tuition, fees, room and board.

PEP continues Washington University's commitment to a partnership with the families of our students. This partnership includes a variety of choices to make the family contribution as affordable as possible. Families may choose the Multiyear Option, Prepayment Option, Combination Option or Annual Option.

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

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

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

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

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

More information about Partners in Education with Parents is available by contacting Student & Parent Loan Programs, Attn: PEP, Washington University in St. Louis, MSC 1041-105-05, One Brookings Drive, St. Louis, MO 63130-4899; calling 314-935-4139 or 800-468-0569; faxing 314-696-0563; emailing pepfinancial@wustl.edu; or visiting the Partners in Education with Parents website (<https://financialaid.wustl.edu/payment-financing/partners-in-education-with-parents-pep-2/>).

Installment Payment Plan (Monthly Payment Plan)

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

Federal Work-Study

If students apply for financial assistance, they are considered for the Federal Work-Study Program. Students who participate in this program work an average of 10 to 12 hours per week on campus and typically earn up to \$2,500 over the course of the academic year. Money earned through Federal Work-Study is paid directly to the student, typically through biweekly direct deposit; it is not applied to the student's university account.

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

Status	Enrolled Units of Credit
Full time	12+ units
Three-quarter time	9-11.99 units
Half time	6-8.99 units
Less than half time	Fewer than 6 units

Tuition & Fees

Tuition

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

In setting the tuition rate, our emphasis is on being able to hire a high-caliber faculty and to offer extensive opportunities to our students. For the 2022-23 academic year, the tuition rate also reflects, among other things, the cost of comprehensive measures we are taking that are necessary to enhance the safety of all members of our community.

Tuition for the 2022-23 academic year is \$29,710 per semester for full-time study. Full-time study is considered to be 12 to 18 units. If students enroll in more than 21 units per semester, they will pay additional tuition of \$2,476 for each credit unit beyond the 21. Students may be eligible to pay the per-credit tuition rate for enrollment below 12 units if they are approved for a reduced course load, either by their school upon confirmation they are in their ninth semester and poised to complete degree requirements, or by Disability Resources.

If the public health situation changes such that the university must suspend in-person classes, instruction will be provided remotely or through other alternative means, and there will be no tuition refunds based on that transition. If a student chooses to withdraw, entitlement to a partial refund will be determined in accordance with normal refund policies.

First-year, first-semester students may register over the summer or after beginning orientation programs closer to the start of the fall semester. For all subsequent semesters, continuing students have the chance to register in spring for the following fall semester and in fall for the following spring semester. Students will typically be billed for tuition in July for the fall semester and in December for the spring semester. Students must pay tuition by the date specified on the bill or they will incur a late fee.

If a student cannot afford to pay the full tuition bill, they should explore the university's extensive financial assistance opportunities, which are described in the Financial Support (p. 45) section of this *Bulletin*.

Many families prefer to pay educational expenses on a monthly basis. The Installment Payment Plan (<https://financialaid.wustl.edu/payment-financing/installment-payment-plan/>) allows students and families to spread all or part of the academic year's expenses over equal monthly payments. The Washington University Partners in Education with Parents (PEP) ([https://financialaid.wustl.edu/payment-financing/partners-in-](https://financialaid.wustl.edu/payment-financing/partners-in-education-with-parents-pep-2/)

[education-with-parents-pep-2/](https://financialaid.wustl.edu/payment-financing/partners-in-education-with-parents-pep-2/)) plan offers monthly payment options over a period as long as 10 years at a competitive, fixed interest rate. The PEP plan is described in the Financial Support (p. 45) section of this *Bulletin*.

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

Fees

Student Activities: The mandatory student activities fee is 1% of tuition; for the 2022-23 academic year, it is \$297 per semester. This special fee may vary from year to year. Information about the fee may be obtained from the Department of Campus Life (<https://campuslife.wustl.edu/>).

Student Health and Wellness: Washington University has a student health and wellness fee designed to improve the health and wellness of the entire Washington University community. The fee of \$288 is billed to the student tuition statement each semester. In addition, to protect the health of our entire community, the university requires all full-time degree-seeking students to have health insurance. Students either must purchase the Washington University Student Health Insurance Plan or prove that they have adequate coverage through another plan. The cost of the Washington University Student Health Insurance Plan, as well as instructions for obtaining a waiver through proof of adequate coverage, will be provided to enrolled students.

Late Registration: Students may register for classes through the add/drop period. Students in University College programs who register after that period will incur a flat late fee of \$50.

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

Enrollment Deposit

First-year, transfer and exchange students are required to pay a deposit upon admission to Washington University. The enrollment deposit is nonrefundable. The enrollment deposit will be used to cover costs associated with "Bear Beginnings," the new student orientation program, and an additional orientation program for international students.

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

Leaves and Withdrawals from the University and Refunds

The College of Arts & Sciences, the Olin Business School, the Sam Fox School of Design & Visual Arts, and the McKelvey School of Engineering follow a standard refund schedule, listed below, when students request a leave of absence or to withdraw from the university after classes have begun in a given semester. Students must notify their school in writing to request a leave or withdrawal, according to the appropriate school-based process (see the school sections of this *Bulletin* for details).

Tuition Refund Schedule (as of Fall 2021)

Withdrawal Date	Refund
1st or 2nd week of classes	100%
3rd or 4th week of classes	80%
5th or 6th week of classes	60%
7th or 8th week of classes	50%
9th or 10th week of classes	40%
After 10th week of classes	0%

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

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

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

Changes in Fees

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

Nonpayment of Fees

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

Majors (all schools)

All Undergraduate Majors, Listed Alphabetically

A

Accounting (p. 1128)
African and African-American Studies (p. 205)
American Culture Studies (p. 217)
Ancient Studies (p. 444)
Anthropology (p. 284)
Anthropology: Global Health and Environment (p. 284)
Applied Mathematics (p. 856)
Applied Science (Chemical Engineering) (p. 1268)
Applied Science (Electrical Engineering) (p. 1247)
Applied Science (Mechanical Engineering) (p. 1286)
Applied Science (Systems Science & Engineering) (p. 1248)
Arabic (p. 329)
Archaeology (p. 334)
Architecture (p. 56)
Art (p. 106)
Art (Painting) (p. 106)
Art (Photography) (p. 106)
Art (Printmaking) (p. 106)
Art (Sculpture) (p. 106)
Art (Time-Based + Media Art) (p. 106)
Art History and Archaeology (p. 344)
Astrophysics (p. 937)

B

Biology (p. 376)
Biology: Ecology and Evolution (p. 376)
Biology: Genomics and Computational Biology (p. 376)
Biology: Microbiology (p. 376)
Biology: Molecular Biology and Biochemistry (p. 376)
Biology: Neuroscience (p. 376)
Biomedical Engineering (p. 1182)
Business and Computer Science (p. 1219)

C

Chemical Engineering (p. 1264)
Chemistry (p. 415)
Chemistry: Biochemistry (p. 415)
Chinese Language and Culture (p. 435)
Classics (p. 444)
Communication Design (p. 106)
Comparative Arts (p. 456)
Comparative Literature (p. 456)
Computer Engineering (p. 1213)
Computer Science (p. 1214)
Computer Science + Economics (p. 1214)
Computer Science + Mathematics (p. 1216)

D

Dance (p. 470)
Data Science (p. 1217)
Design (p. 106)
Design (Communication) (p. 106)
Design (Fashion) (p. 106)
Development/Global Studies (p. 680)
Double Majors and the Pre-Medical Program (EECE) (p. 1268)
Drama (p. 480)

E

Earth and Planetary Sciences: Earth Science (p. 499)
Earth and Planetary Sciences: Environmental Science (p. 499)
Earth and Planetary Sciences: Planetary Science (p. 499)
East Asian Languages and Cultures (p. 508)
Economics (p. 518)
Economics and Computer Science (p. 518)
Economics and Mathematics (p. 518)
Economics and Strategy (p. 1128)
Educational Studies (p. 528)
Electrical Engineering (p. 1243)
Elementary Teacher Education (p. 528)
English Literature (p. 545)
English Literature: Creative Writing (p. 545)
Entrepreneurship (p. 1128)

Environmental Analysis (p. 568)

Environmental Biology (p. 376)

Environmental Engineering (p. 1266)

Environmental Policy (p. 949)

Eurasian Studies/Global Studies (p. 685)

European Studies/Global Studies (p. 689)

F

Fashion Design (p. 106)

Film and Media Studies (p. 584)

Film and Media Studies: Film and Media Production (p. 584)

Finance (p. 1128)

Financial Engineering (p. 1128)

French (p. 602)

G

Germanic Languages and Literatures (p. 620)

Global Asias/Global Studies (p. 691)

Global Cultural Studies/Global Studies (p. 697)

Global Studies (p. 627)

H

Health Care Management (p. 1128)

Hebrew (p. 709)

History (p. 723)

I

Individually Designed Major (BS in Engineering) (p. 1174)

Interdisciplinary Project in the Humanities (p. 762)

International Affairs/Global Studies (p. 700)

Italian (p. 772)

J

Japanese Language and Culture (p. 780)

Jewish, Islamic, and Middle Eastern Studies: Comparative
Jewish & Islamic Studies (p. 786)

Jewish, Islamic, and Middle Eastern Studies: Modern Middle
Eastern Studies (p. 786)

K

K-12 Teacher Education (p. 528)

Korean Language and Culture (p. 817)

L

Latin American Studies (p. 826)

Linguistics (p. 849)

M

Marketing (p. 1128)

Mathematical Sciences (p. 856)

Mathematics (p. 856)

Mathematics and Computer Science (p. 856)

Mathematics and Economics (p. 856)

Mechanical Engineering (p. 1284)

Middle School Teacher Education (p. 528)

Music (p. 884)

O

Organization and Strategic Management (p. 1128)

P

Philosophy (p. 908)

Philosophy: Law and Policy (p. 908)

Philosophy: Philosophy of Science (p. 908)

Philosophy: Philosophy Research (p. 908)

Philosophy-Neuroscience-Psychology: Cognitive Neuroscience
(p. 923)

Philosophy-Neuroscience-Psychology: Language, Cognition and
Culture (p. 923)

Physics (p. 937)

Political Science (p. 949)

Psychological & Brain Sciences (p. 972)

Psychological & Brain Sciences: Cognitive Neuroscience
(p. 972)

R

Religious Studies (p. 1000)

Romance Languages and Literatures (p. 1025)

S

Second Major in Computer Science (p. 1222)

Second Major in Computer Science + Mathematics (p. 1222)

Second Major in Data Science (p. 1224)

Second Major in Electrical Engineering (p. 1248)

Second Major in Financial Engineering (Business (p. 1128) or
Engineering (p. 1250))

Second Major in Systems Science and Engineering (p. 1249)

Secondary Teacher Education (p. 528)

Sociology (p. 1031)

Spanish (p. 1042)

Statistics (p. 856)

Supply Chain, Operations, and Technology (p. 1128) (formerly
Operations and Supply Chain Management)

Systems Science & Engineering (p. 1248)

U

Urban Studies (p. 1060)

W

Women, Gender, and Sexuality Studies (p. 1074)

Minors (all schools)

All Undergraduate Minors, Listed Alphabetically

A

Accounting (p. 1135)
Aerospace Engineering (p. 1287)
African and African-American Studies (p. 206)
American Culture Studies (p. 219)
Ancient Studies (p. 445)
Anthropology (p. 285)
Anthropology: Global Health and Environment (p. 285)
Applied Linguistics (p. 323)
Applied Microeconomics (p. 521)
Arabic (p. 330)
Archaeology (p. 335)
Architectural History and Theory (p. 57)
Architecture (p. 57)
Art (p. 108)
Art History and Archaeology (p. 346)
Asian American Studies (p. 372)
Astrophysics and Astroparticle Physics (p. 940)

B

Bioinformatics (p. 1226)
Biology (p. 379)
Biomedical Data Science (p. 1193)
Biomedical Physics (p. 940)
Business Analytics (p. 1132)
Business of the Arts (p. 1132)
Business of Entertainment (p. 1132)
Business of Social Impact (p. 1132)
Business of Sports (p. 1132)

C

Chemistry (p. 417)
Children's Studies (p. 427)
Chinese Language and Culture (p. 435)
Classics (p. 445)

Comparative Arts (p. 457)
Comparative Literature (p. 457)
Computer Science (p. 1225)
Creative Practice for Social Change (p. 108)

D

Dance (p. 471)
Data Science in the Humanities (p. 763)
Design (p. 108)
Drama (p. 481)

E

Earth and Planetary Sciences: Earth Science (p. 501)
Earth and Planetary Sciences: Environmental Science (p. 501)
Earth and Planetary Sciences: Planetary Science (p. 501)
East Asian Languages and Cultures (p. 509)
Educational Studies (p. 532)
Electrical Engineering (p. 1250)
Energy Engineering (p. 1269)
English (p. 546)
Entrepreneurship (p. 1135)
Environmental Engineering Science (p. 1268)
Environmental Studies (p. 571)

F

Film and Media Studies (p. 585)
Finance (p. 1135)
French (p. 603)

G

General Business (p. 1135)
General Economics (p. 521)
Germanic Languages and Literatures (p. 621)
Global Film and Media Studies (p. 585)

H

Health Care Management (p. 1135)
Hebrew (p. 710)
Hindi (p. 717)
History (p. 725)
Human-Computer Interaction (p. 1226)

I

Interdisciplinary Environmental Analysis (p. 571)
International Business (p. 1135)
Italian (p. 773)

J

Japanese Language and Culture (p. 780)
Jazz Studies (p. 886)
Jewish, Islamic, and Middle Eastern Studies (p. 787)

K

Korean Language and Culture (p. 817)

L

Landscape Architecture (p. 57)
Latin American Studies (p. 827)
Legal Studies (p. 838)
Linguistics (p. 850)

M

Managerial Economics (p. 1135)
Marketing (p. 1135)
Materials Science & Engineering (p. 1287)
Mathematics (p. 865)
Mechanical Engineering (p. 1289)
Mechatronics (p. 1289)
Medical Humanities (p. 872)
Medieval and Renaissance Studies (p. 883)
Music — General Studies (p. 886)

N

Nanoscale Science & Engineering (p. 1270)

O

Organization and Strategic Management (p. 1135)

P

Philosophy (p. 911)
Philosophy of Science (p. 911)
Philosophy–Neuroscience–Psychology (p. 925)
Physics (p. 940)
Political Science (p. 950)
Psychological & Brain Sciences (p. 978)

Q

Quantum Engineering (p. 1253)

R

Religion and Politics (p. 989)
Religious Studies (p. 1000)
Robotics (p. 1290)
Russian Language and Literature (p. 1027)

S

Sociology (p. 1032)
South Asian Studies (Hindi) (p. 717)
Spanish (p. 1044)
Speech and Hearing (p. 1058)
Statistics (p. 865)
Strategy (p. 1135)
Supply Chain, Operations, and Technology (p. 1135) (formerly
Operations and Supply Chain Management)
Systems Science & Engineering (p. 1253)

T

Text and Traditions (p. 763)

U

Urban Design (p. 57)
Urban Studies (p. 1061)

W

Women, Gender, and Sexuality Studies (p. 1076)
World Music, Dance and Theater (p. 906)
Writing (p. 1100)

Architecture

Sam Fox School of Design & Visual Arts

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

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

Architecture

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

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

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

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

Architecture at Washington University

Washington University established the Department of Architecture as part of the School of Engineering and Architecture in 1902. The School of Architecture became an independent division of the university in 1910. In 2005, as part of the formation of the Sam Fox School of Design & Visual Arts, the School of Architecture was reorganized as the College of Architecture and the Graduate School of Architecture & Urban Design.

In 1932, Givens Hall was constructed to house the school as a result of a generous gift in memory of Joseph W. and Kate Abbey Givens.

In 1967, the School of Architecture became one of the first schools in the United States to offer a pioneering six-year joint-degree program (Bachelor of Arts and Master of Architecture).

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

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

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

These undergraduate degree programs offer students the opportunity to gradually focus their undergraduate studies within the college and allow them to make an incremental commitment to a career in architecture. Both programs prepare students to move on to a master's degree, putting them on track for teaching and leadership positions in architecture and other related fields.

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

Phone: 314-935-6200
Email: samfoxschool@wustl.edu
Website: http://samfoxschool.wustl.edu

Faculty

Endowed Professors

Bruce Lindsey, AIA (<https://samfoxschool.wustl.edu/people/faculty/164-bruce-lindsey/>)

E. Desmond Lee Professor for Community Collaboration
MFA, University of Utah
MArch, Harvard University

Adrian Luchini (<https://samfoxschool.wustl.edu/people/faculty/167-adrian-luchini/>)

Raymond E. Maritz Professor of Architecture
MArch, Harvard University

Robert McCarter (<https://samfoxschool.wustl.edu/people/faculty/169-robert-mc-carter/>)

Ruth & Norman Moore Professor
MArch, Columbia University

Eric Mumford (<https://samfoxschool.wustl.edu/people/faculty/174-eric-mumford/>)

Rebecca and John Voyles Professor of Architecture
PhD, Princeton University

Heather Woofter (<https://samfoxschool.wustl.edu/people/faculty/190-heather-woofter/>)

Sam and Marilyn Fox Professor
MArch, Harvard University

Professors

John Hoal (<https://samfoxschool.wustl.edu/people/faculty/150-john-hoal/>)

PhD, Washington University in St. Louis

Sung Ho Kim (<https://samfoxschool.wustl.edu/people/faculty/157-sung-ho-kim/>)

MSci, Massachusetts Institute of Technology

Stephen P. Leet (<https://samfoxschool.wustl.edu/people/faculty/162-stephen-leet/>)

BArch, University of Kentucky

Mónica Rivera (<https://samfoxschool.wustl.edu/people/faculty/178-monica-rivera/>)

MArch, Harvard University

Professors of Practice

Nanako Umemoto (<https://samfoxschool.wustl.edu/people/faculty/186-nanako-umemoto/>)

BArch, The Cooper Union

Henry S. Webber (<https://samfoxschool.wustl.edu/people/faculty/189-henry-webber/>)

MPP, Harvard University

Associate Professors

Chandler Ahrens (<https://samfoxschool.wustl.edu/people/faculty/137-chandler-ahrens/>)

MArch, University of California, Los Angeles

Gia Daskalakis (<https://samfoxschool.wustl.edu/people/faculty/146-gia-daskalakis/>)

Dipl de Postgrado, Universidad Politecnica de Catalunya

Catalina Freixas (<https://samfoxschool.wustl.edu/people/faculty/148-catalina-freixas/>)

Dipl Arch, Universidad de Buenos Aires

Patricia Heyda (<https://samfoxschool.wustl.edu/people/faculty/149-patty-heyda/>)

MArch, Harvard University

Derek Hoferlin (<https://samfoxschool.wustl.edu/people/faculty/151-derek-hoferlin/>)

MArch, Tulane University

Zeuler Lima (<https://samfoxschool.wustl.edu/people/faculty/163-zeuler-lima/>)

PhD, Universidade de São Paulo

Linda C. Samuels (<https://samfoxschool.wustl.edu/people/faculty/179-linda-c-samuels/>)

PhD, University of California, Los Angeles

Hongxi Yin (<https://samfoxschool.wustl.edu/people/faculty/191-hongxi-yin/>)

PhD, Carnegie Mellon University

Assistant Professors

Wyly Brown (<https://samfoxschool.wustl.edu/people/faculty/144-wyly-brown/>)

MArch, Harvard University

Seth Denizen

PhD, University of California, Berkeley

Eric Ellingsen (<https://samfoxschool.wustl.edu/people/faculty/147-eric-ellingsen/>)

MArch, MLA, University of Pennsylvania
MA, St. John's College

Petra Kempf (<https://samfoxschool.wustl.edu/people/faculty/156-petra-kempf/>)

PhD, Karlsruhe Institute of Technology
MSc, Columbia University

Pablo Moyano (<https://samfoxschool.wustl.edu/people/faculty/173-pablo-moyano/>)

MArch, Washington University in St. Louis
MUD, Washington University in St. Louis

Kelly Van Dyck Murphy (<https://samfoxschool.wustl.edu/people/faculty/175-kelley-van-dyck-murphy/>)

MArch, Washington University in St. Louis

Constance Vale (<https://samfoxschool.wustl.edu/people/faculty/187-constance-vale/>)
MArch, Yale University

Visiting Assistant Professor

Ian Trivers (<https://samfoxschool.wustl.edu/people/faculty/185-ian-trivers/>)
PhD, University of Michigan

Senior Lecturers

Ryan Abendroth (<https://samfoxschool.wustl.edu/people/faculty/78-ryan-abendroth/>)
MArch, University of Illinois at Urbana-Champaign

Michael Allen (<https://samfoxschool.wustl.edu/people/faculty/138-michael-allen/>)
BA, The Union Institute

Julie Bauer (<https://samfoxschool.wustl.edu/people/faculty/140-julie-bauer/>)
Diplom-Ingenieur in Architecture, Technical University of Berlin

Philip Holden (<https://samfoxschool.wustl.edu/people/faculty/152-philip-holden/>)
MArch, Washington University in St. Louis

George Johannes (<https://samfoxschool.wustl.edu/people/faculty/154-george-johannes/>)
MArch, Washington University in St. Louis

Don Koster (<https://samfoxschool.wustl.edu/people/faculty/159-don-koster/>)
MArch, Washington University in St. Louis

Doug Ladd
BA, Southern Illinois University, Carbondale

Gay Lorberbaum (<https://samfoxschool.wustl.edu/people/faculty/166-gay-lorberbaum/>)
MArch, Washington University in St. Louis

Emiliano López Matas (<https://samfoxschool.wustl.edu/people/faculty/165-emiliano-lopez-matas/>)
MArch, Washington University in St. Louis

Dennis McGrath (<https://samfoxschool.wustl.edu/people/faculty/170-dennis-mc-grath/>)
BArch, University of Kansas

Bob Moore (<https://samfoxschool.wustl.edu/people/faculty/172-bob-moore/>)
PhD, Washington University in St. Louis
BFA, Syracuse University

Jim Scott (<https://samfoxschool.wustl.edu/people/faculty/180-jim-scott/>)
JD, Saint Louis University School of Law

Phillip Shinn (<https://samfoxschool.wustl.edu/people/faculty/181-phillip-shinn/>)
BS, Princeton University

Jonathan Stitelman (<https://samfoxschool.wustl.edu/people/faculty/184-jonathan-stitelman/>)
MArch, Washington University in St. Louis
MUD, Washington University in St. Louis

Lindsey Stouffer (<https://samfoxschool.wustl.edu/people/faculty/69-lindsey-stouffer/>)
MFA, Washington University in St. Louis

Professors Emeriti

Kathryn Dean

Paul Donnelly

Iain A. Fraser

Gerald Gutenschwager

Robert Hansman

James Harris

Sheldon S. Helfman

Donald Royse

Carl Safe

Thomas L. Thomson

Deans Emeriti

Constantine E. Michaelides
FAIA

Cynthia Weese
FAIA

Majors

Architecture is interdisciplinary in nature, drawing from various bases of knowledge and requiring collaboration with other fields. Our program balances architectural education with a strong liberal arts base. Students can take classes in any field that interests them — art, engineering, computer science, psychology, literature, business, and more — allowing them to develop their abilities to think, communicate, and work across disciplinary lines.

We offer two degree tracks that allow students to individualize their educational experience. Students on both tracks may pursue minors, second majors, and dual degrees. While the BS in Architecture is an optimal springboard to graduate school, both tracks prepare students to move on to master's degrees, positioning them for teaching and leadership positions in architecture and other related fields.

The Major in Architecture

Bachelor of Arts in Architecture Degree

The **Bachelor of Arts in Architecture** is a more flexible course of study that allows students to take additional architecture design studios or to pursue courses in other areas of interest across the University.

For additional information about current requirements, please visit the Degree Requirements (p. 94) page.

Bachelor of Science in Architecture Degree

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

For additional information about current requirements, please visit the Degree Requirements (p. 94) page.

Year-by-Year Plans for Both Degrees

All architecture students take similar courses during their first three years; courses during the fourth year will differ depending on the student's choice of degree track.

First Year

- Beginning design studios, with exploration of materials, media, and geometry
- Interdisciplinary drawing course
- Design of a small building
- Introduction to digital technology
- Additional course work in the liberal arts

Second Year

- Design studios focused on the relationship of architecture to the landscape and to the urban environment
- Interdisciplinary elective studies between art, architecture, and design
- Architectural history courses
- Additional course work in the liberal arts

Third Year

- Intensified design studios exploring building assemblies, structure, landscape, and sustainability
- Building systems course
- Architectural theory course
- Additional course work in the liberal arts

Fourth Year

For the Bachelor of Arts in Architecture

- Student-directed capstone project
- Ultimate flexibility to complete a second major or an additional minor or to explore other areas of interest
- Option to take additional architecture course work, including the student's choice of studios and theory classes

For the Bachelor of Science in Architecture

- Continue in-depth study of architecture through design studios
- Structures courses
- Architectural history and theory course work, with an emphasis on urban design issues
- Technology courses in environmental systems or landscape architecture

Minors

The Minor in Architectural History and Theory

Minor advisor: TBD

The minor in architectural history and theory is open to all students at Washington University in St. Louis, regardless of major. It explores the broader cultural context of the discipline of architecture. Students learn about historical and contemporary issues in architecture around the world. Students interested in the minor should contact the designated minor advisor.

Units required: 18,* including the following:

Required courses:

9 units of architectural history survey:

Code	Title	Units
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 4288	Architectural History III: Advanced Theory	3

3 units of methodology:

Code	Title	Units
ARCH 601	Theories & Methods of Historical Research	3
or		
	Other methodology-based courses approved by the minor advisor	3

Elective courses:

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

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

The Minor in Architecture

Minor advisor: Catalina Freixas (freixas@wustl.edu)

The minor in architecture is open to students at Washington University in St. Louis who are not majoring in architecture. It introduces students to the fundamentals of architecture and develops an appreciation for buildings, cities and environments and their role in society. It includes foundational course work, such as Architecture for Non-Architects, a course that provides an overview of the discipline by highlighting contemporary issues of architecture worldwide with a focus on introductory methods of design and representation. Students interested in the minor should contact the minor advisor.

Units required: 15,* including the following:

Required courses:

3 units of design chosen from the following (if more than 3 units are taken, the extra units will be counted in the elective category):

Code	Title	Units
ARCH 144	Architecture for Non-Architects	3
ARCH 111B	Introduction to Design Processes I	4.5
Disegno: Encounters in Public Space (Florence, Italy)		6

3 units of history chosen from the following (if more than 3 units are taken, the extra units will be counted in the elective category):

Code	Title	Units
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 3823	15th- & 16th-Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture	3
or		
Other architectural history courses approved by the minor advisor		

Elective courses:

9 units of elective course work in architecture (A46), including design, history/theory, technology, fabrication, sustainability, social issues or other topics:

Code	Title	Units
ARCH 112B	Introduction to Design Processes II	4.5
ARCH 209	Design Process	3
ARCH 307X	Community Building	3
ARCH 405D	Furniture Design	3
ARCH 409E	Architectural Sketching	3
ARCH 457B	Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis	3

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

The Minor in Landscape Architecture

Minor advisor: Eric Ellingsen (eric.ellingsen@wustl.edu)@wustl.edu (jacqueline.margetts@wustl.edu)

The minor in landscape architecture introduces foundational aspects in the practice and scholarship of the built environment. The discipline of landscape architecture thrives in diversity, embracing the nuances and complexities of physical, biological and climatological systems.

The minor exposes students in any major to a range of design scales from the urban environment to the garden, with a focus on public space, infrastructure and new and old media. Courses introduce how the design of landscape affects the social, cultural and ecological dimensions of the world. History and theory complement science and the arts to equip students with the tools, knowledge and innovative skills to enrich any major. Interested students should contact the minor advisor.

Units required: 18,* including the following:

Required courses:

6 units of design:

Code	Title	Units
ARCH 144	Architecture for Non-Architects	3
ARCH 312	Architectural Design II	6
or ARCH 412	Architectural Design IV	

3 units of landscape history:

Code	Title	Units
LAND 571	Landscape History II: Prehistory to 1850	3
or		
LAND 574A	Modern and Contemporary Landscape Architecture	3

3 units of ecological systems:

Code	Title	Units
LAND 551A	Landscape Ecology	3
or		
Other ecological systems courses as approved by the minor advisor		

Elective courses:

6 units chosen from the following:

Code	Title	Units
LAND 423D	Videography for Designers	3
LAND 483A	Emergence in Landscape Architecture	3
LAND 524F	Critical Spatial Practice: Art / Architecture / Landscape / Urbanism	3
LAND 529G	The Unruly City	3
LAND 553	Integrated Planting Design	3
LAND 560A	Trees, Soils, & Systems: Introduction to Arboriculture	3
LAND 565	Landscape Technology	3
or		
Other elective courses in landscape architecture as approved by the minor advisor		
or		
Any 300-level or above L82 Environmental Studies course approved by the minor advisor		

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

The Minor in Urban Design

Minor advisor: Petra Kempf (petra.kempf@wustl.edu)

The minor in urban design provides a platform for students in all majors to explore issues related to the urban condition. Within this framework, students explore urbanization processes in the context of design application and tools, critical and urban issues, urban history, theory and its application towards real-world scenarios.

Aging infrastructure networks; pressures on access to education; over-extended healthcare systems; the loss of other public investments; false securities in the housing market; spatial exclusion based on class, race and gender; the dispossession of local inhabitants from common resources or food supply interruptions; the vulnerability and degradation of the environment; and wasteful forms of consumerism for the sake of capital accumulation all seem to be thriving themes in and around urbanization today.

Over the last three decades, the field of urban studies has received overwhelming attention from design disciplines as well as others outside the world of design. This has led to an outpouring of scholarly and political discourse challenging the image, as well as the perception of, what is considered urban today.

Units required: 18,* including the following:

Required courses:

3 units of foundations:

Code	Title	Units
ARCH 307X	Community Building	3
or		
ARCH 421W	Designing the Modern City	3

3 units of design studio:

Architecture for Non-Architects (ARCH 144, 3 units)/ARCH 312 Architectural Design II (6 units)/Architectural Design IV (ARCH 412, 6 units) urban design and landscape systems focused options studio (6 units)

6 units of advanced urban design electives:

Students may choose two A49 Urban Design courses at the 300-level or above. Options vary each semester. The minor advisor can help determine courses that best meet the student's area of interest.

3 units of advanced coursework chosen from the following:

Code	Title	Units
ARCH 656	Metropolitan Urbanism	3
MUD 652H	Metropolitan Development: What's in a Plan?	3
MUD 658	Metropolitan Sustainability	3

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

Additional Information

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

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

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

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

Courses

- **A46 ARCH (p. 60):** Architecture
- **A48 LAND (p. 90):** Landscape Architecture

Architecture

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

A46 ARCH 108A You Are Here: Engaging St. Louis's Racial History Through Site + Story

By acknowledging the pressures and pains of our political moment -- a time of crisis for many in our city and nation, but also a long-awaited reckoning with issues of social justice -- this course engages the complex history of race and racial injustice in St. Louis through site- and story-based exploration. It offers an opportunity to learn about the city's landscape, history, systems, culture, form and identity while wrestling with fundamental questions of power, positionality and perspective. "You Are Here" references orientation, discovery, otherness and place, and it serves as a provocation for reconsidering how designers, artists and architects engage St. Louis. This course may count toward the minor in Creative Practice for Social Change if bundled with "Engaging Community: Understanding the Basics." Priority will be given to first-year Sam Fox students.

Same as F20 ART 108A

Credit 1.5 units. Art: CPSC EN: H

A46 ARCH 111 Introduction to Design Processes I

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

Credit 3 units.

A46 ARCH 111B Introduction to Design Processes I

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

Credit 4.5 units.

A46 ARCH 112 Introduction to Design Processes II

This core design studio engages the basic principles of architectural design through iterative processes of drawing and making, using a variety of tools, media and processes. The course work includes studio work, lectures, student presentations, and local field trips. Pre-/Corequisite: Arch 111 (with a grade of C- or better).

Credit 3 units.

A46 ARCH 112B Introduction to Design Processes II

This introductory design studio course engages the basic principles of architectural context, composition and experience. Using the theme of Drawing and Observing, the studio integrates design and drawing to challenge the students to observe the world more carefully, creating narrative drawings that serve as a foundation for design proposals. Throughout the semester, students will engage various design processes -- including freehand drawing, collage, orthogonal projection and model making -- that will serve as a window into the field of architecture. The projects include design proposals for small structures in public spaces, such as pavilions or urban furniture, which emphasize the experiential qualities of architecture and the basic considerations of building scale, human interaction, inhabitation and empathy. Using observation, analysis and invention, the class sessions alternate between drawing and making, constantly bridging two-dimensional and three-dimensional work. Course work includes drawings, models, and drawing in studio and on-site.

Credit 4.5 units.

A46 ARCH 144 Architecture for Non-Architects

Architecture for Non-Architects introduces non-architecture students to the process through which architects think about, view and produce the built environment. This new course is meant to serve as an alternative to the traditional studio instruction in the major, thus allowing students who are curious about architecture to experience it without the demands and commitment of major courses. If a student decides to transfer into the architecture major later on, they will meet with the architecture minor lead advisor to jointly propose a planned course of study that addresses any missing credits and foundational skills required for successful completion of the architecture major. This foundational course proposes a combination of readings, class discussions and research that will be used to inform the design process. Field trips will initiate students into the act of seeing by challenging them to observe, interpret and critically engage with the built environment ("the site") and those who are affected by it ("the stakeholders") in specific scalar and temporal contexts.

Credit 3 units. EN: H

A46 ARCH 183 Practices in Architecture, Landscape Architecture and Urban Design

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

Credit 1 unit.

A46 ARCH 183A Practices in Architecture + Art + Design

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

A46 ARCH 183B Practices in Architecture + Art + Design

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

A46 ARCH 184 Practices in Architecture, Landscape Architecture and Urban Design

This course offers first-year students in the College of Architecture an introduction to the subjects, theories, and methodologies of the disciplines of architecture, landscape architecture, and urban design. Examples drawn from a range of historical periods as well as from contemporary practice highlight distinct processes of thinking and working in each discipline while at the same time highlighting areas of intersection and overlap.
Credit 1 unit.

A46 ARCH 204 Fundamentals of Design II

This course offers studio exercises that emphasize three-dimensional design issues: problem solving, materials, structure, fracture, spatial relationships and systematic processes of design. 20 studio hours per week.
Credit 4 units.

A46 ARCH 209 Design Process

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

A46 ARCH 211B Introduction to Design Processes III

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

A46 ARCH 211C Introduction to Design Processes III

Introduction to Design Processes III engages design through the lens of perception by investigating the relationship between materiality and inhabitable space situated in a natural context. Prerequisites: successful completion of Arch 111 and Arch 112 with a grade of C- or better or successful completion of Arch 210 with a grade of C- or better.
Credit 6 units.

A46 ARCH 212B Introduction to Design Processes IV

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

A46 ARCH 212C Introduction to Design Processes IV

Studio which initiates architectural and building issues such as: building analysis, structure, organizational systems, and programming. Prerequisites: successful completion of Arch 211C with a grade of C- or better.
Credit 6 units.

A46 ARCH 241 Community Dynamics

This course builds on the investigations of A46 307X and concentrates on the economic, political and social dynamics shaping neighborhoods. To ground discussions in reality, the class immerses itself in the urban laboratory of St. Louis while relating local issues to broader trends. A survey of the paradigms of American urban design and planning will provide an overview of the creative strategies (and ongoing contradictions) of redevelopment in the 21st century. Students will be exposed to a range of research methods for understanding the deep, relational, political and legalistic dynamics that shape communities.
Credit 3 units. Art: CPSC

A46 ARCH 243 Design as Export

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

Credit 3 units.

A46 ARCH 2647 Italian Language (Florence)

This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.

Same as F20 ART 2647

Credit 3 units.

A46 ARCH 2661 Semester Abroad Program Seminar

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

Same as F20 ART 2661

Credit 1 unit. EN: H

A46 ARCH 275 Service Learning Course: Environmental Issues

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

Credit 2 units.

A46 ARCH 300A Design Foundations Studio

This is an intensive three-week course that sets students up to enter the first of a two-semester studio sequence. The first-year sequence introduces students to architectural design, focusing on conceptual, theoretical, and tectonic principles. Enrollment is open to first-semester MArch 3 students only.

Credit 3 units.

A46 ARCH 303B Design Drawing

Drawing is a fundamental act that is intrinsic to who we are as visual designers, visual thinkers, visual learners, visual problem solvers, and visual communicators. We drew even before we could write. It is an integral part of a design process and foundational to how we navigate the digital world. This course will explore all these aspects of drawing and its role in

today's culture. It is a hands-on course that allows students to explore and experiment with a variety of representational media, including freehand drawing, rendering, and digital drawing. An emphasis will be put on drawing as a way of searching for and discovering design solutions. The majority of the drawings produced will not be ends in themselves as finished products; rather, drawing will serve as a process-driven medium for exploring new ideas and design solutions.

Credit 3 units.

A46 ARCH 303C Unveiling the Detail: A Lesson in Forensic Drawing & Discovery

This course will explore architectural detailing from the quotidian to the sublime to posit architectural design intent. Through fieldwork and research, students will study the role of architectural detailing in the configuration and execution of architectural space making. Students will be asked to carefully observe their own constructed environment and architectural precedents to understand the truth and fiction in construction. This course seeks to help students understand the role of the architectural detail in articulating and reinforcing architectural concepts. It will strengthen the student's understanding of material properties, opportunities and limitations, construction sequencing, and design execution. Students will gain a new appreciation for the exquisitely executed architectural detail and strengthen the skill to anticipate and navigate detailing challenges in their own design work. Students will be asked to explore architectural details through various drawing methods, modeling, and modes of representation. This course is open to architecture students at all levels with an interest in drawing and realizing architecture as a constructed practice.

Credit 1.5 units.

A46 ARCH 304 Shared Ecologies and Design

This interdisciplinary course will introduce biological, social and cultural ecology concepts to proactively address current stressors that impact and are being impacted by design and the built environment. These effects and affects range from (but are not limited to) climate change science; racial and social justice impacts; sustainability, resiliency and adaptation-design strategies; systems-based and multi-scalar understandings; and interrelational human and non-human environments bound in both acting and being acted upon locally and globally.

Same as A48 LAND 304

Credit 3 units.

A46 ARCH 307X Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods -- old, new, affluent, poor -- to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area of the city, with each trip highlighting some theme or issue related to the built environment. These include topics such as architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, and future visions. Running parallel to this, students will be involved in an ongoing relationship with one particular struggling neighborhood, in which students will attend community meetings and get to know and become involved with the people of the community in a variety of ways. Students learn to look below the surface and beyond the single obvious story

for multiple stories to discover complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. This course fulfills the Sam Fox Commons requirement. Credit 3 units. Art: CPSC

A46 ARCH 308B Engaging Community: Understanding the Basics

What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. This course pairs with "Engaging St. Louis: Sites, Stories, and the Struggle for Racial Justice" [working title]. It may count toward the minor in Creative Practice for Social Change if bundled with "You Are Here: St. Louis' Racial History Through Sites and Stories."
Same as F20 ART 308B
Credit 1.5 units. Art: CPSC

A46 ARCH 308X Community Building North

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing, and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand, and address conflicting voices. Readings, speakers, site visits, films, and other materials will be combined with discussion, writing, and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as advisor and guide. The interdisciplinary course he developed over many years, "Community Building/ Building Community," provides the intellectual, ethical, and spiritual bases for the course. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building; however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty, and community partners working to find common values and beliefs upon which to build concrete, meaningful action. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Same as X10 XCORE 308X
Credit 3 units.

A46 ARCH 311 Architectural Design I

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

Credit 6 units.

A46 ARCH 312 Architectural Design II

Prerequisite: Arch 311.

Credit 6 units.

A46 ARCH 312A Architectural Design II (Study Abroad)

Prerequisite: Arch 311.

Credit 6 units.

A46 ARCH 315B Historic Preservation, Memory and Community

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral; rather it is viewed as a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding.
Credit 3 units. Arch: GAUI, UI

A46 ARCH 316F Re-Discover the Child

It is said that, at this time in history, the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, we will expand our views about learning by experimenting with the creative process of lateral thinking. We will learn about learning by meeting with some brilliant people at the university and in the St. Louis community who are exceptional in the scholarly, professional, and civic engagement work they are accomplishing. We will learn about learning by working in teams to develop exciting curriculum (based on the knowledge and passion students bring from their academic studies and interests) for middle-school students from economically disadvantaged urban families. Each week, we will learn about learning by giving two- or three-dimensional hands-on problem-solving workshops for middle school students at the Compton-Drew Middle school, which is adjacent to the Science Center in the City of St. Louis. Student teammates will implement the workshops they create throughout the semester for a group of six to eight Compton-Drew middle-school students. In this course, we celebrate the choices of studies we each pursue,

and we expand our experience in learning from each other's knowledge bases and from each person's particular problem-solving creativity. This course seeks students from all disciplines and schools during any year of study.

Credit 3 units. Art: CPSC

A46 ARCH 316T Printmaking for Architecture and Art Students

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.

Same as F20 ART 316T

Credit 3 units. Art: FAAM EN: H

A46 ARCH 316X Cycles

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

Credit 3 units. EN: H

A46 ARCH 317 Architectural Design I (MArch 3)

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

Credit 6 units.

A46 ARCH 317A Architectural Design I (MArch 3)

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

Credit 9 units.

A46 ARCH 317M Architecture Through the Photographic Lens

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

Same as F20 ART 317M

Credit 3 units. Art: FAAM

A46 ARCH 318 Architectural Design II (MArch 3)

The second of a three-semester sequence of design studios. This course continues the examination of issues raised in Arch 317. For second-semester MArch 3 students only.

Credit 6 units.

A46 ARCH 318A Architectural Design II (MArch 3)

The second of a three-semester sequence of core design studios, which continues the examination of issues raised in ARCH 317. Enrollment is open to second-semester MArch 3 students only.

Credit 9 units.

A46 ARCH 323A Architectural Representation I (MArch 3)

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

Credit 3 units.

A46 ARCH 323B Architectural Representation II (MArch 3)

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

Credit 3 units.

A46 ARCH 326G Digital Fabrications

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

A46 ARCH 326J Digital Representations

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

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

Digital Evolutions will introduce digital modeling, parametric workflow, and fabrication techniques in a variety of two and three-dimensional media to document the imagined development of a hypothetical animal species. As a prerequisite for more advanced courses in design scripting and digital fabrication, this course will introduce each technique at a foundational level giving every student a new arsenal of digital tools with which they can act as evolution's (intelligent) designer. Students will begin with an analysis of drawings by Ernst Haeckel (1843-1919), a German biologist, naturalist, philosopher, and

artist who promoted and popularized Charles Darwin's work in Germany, but whose own alternative theories of evolution have subsequently been discredited. Students will use Grasshopper and associated plug-ins to exploit the powerful flexibility of parametric design to iteratively adapt these studies to various imagined environmental conditions. Working in pairs, students will crossbreed their species, synthesizing ideas concerning skin, support systems, pattern, and kinetics, finally modeling this fictitious entity with a geometrically rationalized material system—a fabricated fabrication.

Credit 3 units. Arch: HUM Art: FADM

A46 ARCH 326L Anxious Vision: Real Time and the Architecture of Video Games

What can architects learn from examining the visual structures of 3D video games? How have they influenced the culture of architectural representation? Why should the gaming perspective view and level structure be considered essential elements for contemporary architectural theory? How is video game theory instrumentalized in the creation of architecture? To begin, video game engines are becoming ubiquitous features in architectural rendering culture. Platforms like Unreal, Unity, and Twinmotion offer designers tools to create environments that can be explored and interacted with in real time by the user-client. Although 3D modeling, rendering, and animation platforms have been commonplace in architecture schools and experimental studios since the 1990s, accessible, interactive, real-time rendering platforms are a more recent and less studied phenomenon. The architecture of level design and the companion art of worldbuilding constitute a new representational paradigm. In this seminar, we will examine the spatial structures of contemporary gaming titles and explore a series of historical and theoretical texts from Video Game Studies. The final assignment will be project-based and designed using the Unreal Engine. Credit 3 units.

A46 ARCH 327X Color Systems

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

Same as X10 XCORE 327X

Credit 3 units. Art: FADM EN: H

A46 ARCH 3280 Architectural History I: Antiquity to Baroque

This lecture course will introduce major historical narratives, themes, sites, and architects from ancient Greece to the end of the Baroque period. We will take an extended look at the dawn of the modern period during the 15th and 16th centuries through a global perspective, turning eastward from Renaissance Europe

to the Ottoman, Mughal, Chinese, and Japanese empires. The great chronological and geographic span of this course will be pulled together around the themes of classicism and its subsequent reinterpretations as well as the pursuit of the tectonic ideal. Our aim is to recognize how these ideological pursuits of modern architecture evolved out of longer historical processes. We will also pay close attention to major sites of landscape and urban-scale work. Requirements will include a mid-term exam, a final exam, and a series of short papers.
Credit 3 units.

A46 ARCH 3284 Architectural History II: Architecture Since 1880

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

A46 ARCH 330A Special Topics

The subject of this seminar varies from semester to semester.
Credit 3 units.

A46 ARCH 331A Experimental Formwork

Our perception of concrete is typically determined by the mold that gives it its shape and not the material itself. Given the fluidity of the material in its plastic state, the desired morphology and configuration once cured relies on its molding possibilities. During this seminar students will explore the essence of mold making, its possibilities and limitations as containers of a fluid material that will determine its final shape and surface quality. Starting from an understanding of standard molding procedures, students will explore a wide range of non-conventional formwork techniques such as flexible fabric, pneumatic, 3d printing, dynamic casting, rotoforming and others. Students will produce physical molds and cast prototypes in concrete or other materials through a process of experimentation and discovery. The ultimate goal of this course is to use formwork as an active and accessible design tool and fertile ground for innovation. Particular emphasis will be on discovering relationships between material properties and production methods as a way of finding systematic approaches that can lead to making prototypes combining digital and/or analog tools. Students are expected to develop creative processes that can be applicable to unprecedented and novel casting techniques and potentially to manufacturing methods of actual building components. The course is structured around an initial lecture about mold making precedents and possibilities, specific readings, a short research on traditional and other current -non-traditional- mold techniques and hands-on work. Students will work individually to fabricate small mold prototypes (6" x 6" x 6"), cast concrete or other fluid materials readily available to perform tests and produce accurate representation of the outcomes and its process. The course is open to undergraduate and graduate students.
Credit 1.5 units.

A46 ARCH 332A 1 House

In this seminar, students will research and develop designs for a completely off-the-grid "small" house in Boquete, Panama, for Kaylee and Jordan of the Nomadic Movement YouTube channel. With input from Kaylee, Jordan, and their crew, students will research traditional sustainable building practices in Panama and develop schematic designs for a small house to be built by them on their property in Boquete, with construction beginning in May 2021. The course will include instruction in residential design, structure, and materials and methods of construction. A subtext of the course will be entrepreneurship and beginning one's practice as an architect. To this end, students will be asked to write a prospectus for their architectural practice, including naming, branding, and producing their first YouTube video.
Credit 3 units.

A46 ARCH 333 Case Studies in 20th-Century Architecture

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

A46 ARCH 333A Matsumoto Modern

Between 1948-1961, the Japanese American architect George Matsumoto designed more than 30 award-winning residences in North Carolina. The houses -- demonstration homes for General Electric and Westinghouse, vacation houses sponsored by Women's Day and the Douglas Fir Plywood Association, and homes for clients interested in new ideas in architecture -- served as prototypes for domestic living inspired by postwar logics of mass production. The experimental homes provided opportunities to challenge norms and amplify particular design aspects through focused investigations of the potential of new materials, innovative construction systems, or provocative formal capabilities. Like the more well-known Art and Architecture magazine's Case Study House Program on the West Coast, Matsumoto's houses aspired to be functional, beautiful, and affordable while providing a model for modern American domesticity. Students in the course will undertake archival research for selected George Matsumoto-designed modern homes throughout the semester. Course work will include experimental, analytical drawings; archival research and writing; museum-level physical models; and other representations of residential work by Matsumoto. The resulting work is anticipated to be included in a future publication, an exhibition, and as a featured part of the larger research project Beauty in Enormous Bleakness: The Interned Generation of Japanese American Designers, which aspires to "tell an urgently needed new chapter in design and architectural history that acknowledges the signal contributions of Japanese Americans to post-war culture and cultural life."
Credit 3 units. Arch: CAST, GACS

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

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

A46 ARCH 336E Biomimicry, Teleology and Organic Architecture

This seminar is intended to develop an understanding of the history and evolution of biomimicry as a significant design tool from the emergence of biology as a science in the early 19th century to the present. Biology was the first discipline to confront the problem of teleology, of design in nature. For the past 100 years, biological references and ideas are present in the work of architects and in the writings of architectural theorists. Biomimicry, a term coined by Janine Benyus, has developed into a new discipline that studies well-adapted organisms' designs and processes and then imitates life's genius to design human applications, aiming at a sustainable development. The intent of this seminar is to establish a systematic approach to research and analysis of the history and theory of this biological analogy and its influence on the history of environmental architecture, as seen through the lens of biomimicry. In addition to a historical analysis, students analyze case studies that exemplify the relationship of architecture to biology, focusing not only on built work, but on the writings and the designer's positions in terms of this relationship. Classes consist of a combination of formal lectures and facilitated discussion periods. In addition, each student chooses a particular architect and, through research and analysis, assesses the influence of biomimicry in their work and presents these results in a paper that includes a critical analysis and a proposal on how to advance the architect's work to the highest level of biomimicry. Credit 3 units.

A46 ARCH 336F How to Improve Lives for People in Developing Countries

Washington University students from all disciplines will explore solutions to improving healthcare, education, food supply, and infrastructure for people living in Mali, Liberia, and the United States. Students in this course will work in collaboration with an architectural design studio; Washington University students will design a small rural hospital for rural Mali and Liberia and urban Mali and Liberia. The course will also foster an exchange of both ideas and information regarding the culture, customs, religion, craft, language, and history of Mali and Liberia. Each Thursday, WashU students from different fields of study will apply their discipline to the goal of designing and teaching hands-on problem solving projects for students at the University City Middle School. The theme for each project will be proposals

for improving the lives of people living in Mali and Liberia. Gay Lorberbaum, with advising from University City administrators, will work individually with each WashU student and each WashU team to develop 3D hands-on problem solving curriculum for the University City Middle School students. Credit 3 units.

A46 ARCH 337N In Detail: Observation, Drawing, & Discovery

This course explores architectural detailing from the quotidian to the sublime to posit architectural design intent. Through fieldwork and research, students will study the role of architectural detailing in the configuration and execution of architectural space making. Students will be asked to carefully observe their own constructed environment and architectural precedents to understand the truth and fiction in construction. This course seeks to help students understand the role of architectural detail in articulating and reinforcing architectural concepts. It will strengthen students' understanding of material properties, opportunities and limitations, construction sequencing, and design execution. Students will gain a new appreciation for the exquisitely executed architectural detail and strengthen the skill to anticipate and navigate detailing challenges in their own design work. Students will be asked to explore architectural details through various drawing methods, modeling, and modes of representation. This course is open to architecture students at all levels with an interest in drawing and realizing architecture as a constructed practice. Credit 3 units.

A46 ARCH 339 Concepts and Principles of Architecture I

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

A46 ARCH 343A Design As Export

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

A46 ARCH 343X Digital Filmmaking: City Stories

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

Same as X10 XCORE 343
Credit 3 units.

A46 ARCH 344X Digital Filmmaking: City Stories

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

Same as X10 XCORE 344X
Credit 3 units. EN: H

A46 ARCH 345A The Corner Problem

The corner problem is a classic architectural challenge of how a material, pattern or system turns a corner. In particular, the class will focus on facades that include sun shading elements, thus increasing the thickness of the assembly. Turning a corner sounds benign until you consider that all materials have thickness, and then the problem reveals itself. This too often results in an oversimplification and thus reduction of the design intent. This course will focus on designing custom facade systems using advanced digital modeling techniques and testing through physical prototypes. Knowledge of material systems and modeling techniques will be supplemented through discussions with industry leaders in facade design and fabrication.

Credit 1.5 units.

A46 ARCH 346X Shopping

This seminar examines shopping as a social and cultural construct that operates at several levels in relation to art, architecture, and urban planning. Shopping is the fundamental activity of the capitalist marketplace. It is also inextricably linked with major aspects of public and foreign policy, where national consumerism is closely linked to global tourism and it is at the core of economic development. Shopping is as well a

common denominator of popular culture, frequently satirized in contemporary art, film, and literature. Participants in the seminar will read selections from various writings about shopping and the marketplace. We will also view several films examining the shopping environment in narratives of power and desire.

Prerequisite is completion of Sam Fox foundations year. Open to sophomores and above.

Same as X10 XCORE 346X

Credit 3 units. Art: CPSC

A46 ARCH 348A Body as Site: Jewelry Design as Architecture

In this course, students will undertake a 3D printing and casting process to realize an architecturally conceived set of jewelry in metal and create drawings and renderings of this set. Often, metal 3D printed parts are used as industrial components and engineered mechanical parts. This project will reverse that to create delicate objects that engage with skin. Students will create a parure (a set of related pieces of jewelry) that will examine the human body as an architectural site and test the potential of metal 3D printing in architecture. We will use Autodesk Maya to create hyper-articulated surfaces and employ lost wax and lost plastic metal casting, consequently blurring the line between traditional and contemporary techniques. As a result, we will not simply conceive of a project and outsource its production. Instead, we will use the foundry to provide firsthand experience with material processes. The set of pieces will share characteristics of form and geometry as well as tactics of physical interconnection with the human body, adjusting through site-specific responses to finger, wrist, neck, ear, or head. In addition to a set of renderings and drawings, students will produce wax hand-carved models and 3D-printed plastic objects for lost plastic casting. For artifacts that require fine detail, students will outsource their projects to wax 3D-printing and casting facilities. (Outsourcing for a typical ring costs approximately \$15 in steel and \$35 in silver. Total course costs are estimated to be \$100.)

Credit 1.5 units.

A46 ARCH 348B Furniture

This seminar will explore the work of the Italian architect Enzo Mari, with a focus on his *autoprogettazione?* furniture and book project of 1974. The book offers free designs of furniture that can be built with only a few tools, simple materials, and basic skills, such as measuring, cutting, and hammering. In 2015, Mari granted the Berlin-based CUCULA: Refugees Company for Crafts and Design the rights to redesign and sell the furniture. Students will take up this charge and redesign the furniture from *autoprogettazione?* again, with each student building a redesigned chair. Please note that this seminar will require students to acquire the following tools: a measuring tape, a hammer, a hand saw, and a hand drill and bits (approximate cost of \$75.00 new, \$25.00 if the student is resourceful). (The professor will contact the student in 25 years and ask if they still have the tools.)

Credit 1.5 units.

A46 ARCH 350 Service Learning Course: Environmental Issues

This service learning experience allows Washington University students to bring their knowledge and creativity about the many subjects they are studying to students at the Compton-Drew Middle School, adjacent to the Science Center, in the City of St. Louis. This course is for arts and sciences students of differing

majors and minors, business, architecture and art students, and engineering students from all engineering departments. In the first third of the semester, students will: 1) begin learning the creative process of lateral thinking (synthesizing many variables, working in cycles); 2) work with a teammate to experiment with the design of 2D and 3D hands-on problem-solving workshops about exciting environmental issues, for small groups of students at Compton-Drew Middle School; 3) devise investigations for the workshops about environmental issues embracing the sciences, the humanities and the community; 4) work with the professor individually and in their team, as well as seek advice of faculty from a specific discipline throughout the semester in the preparation of their evolving curricular plan. During the last two-thirds of the semester, Washington University students will be on-site during the Compton-Drew school day, once a week on each Monday from 12:00 to 1:30 p.m. to teach small group workshops for some of the sixth- and seventh-grade students. There will also be a one-hour class meeting on Wednesday at a time to be finalized later. CET (<https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

Credit 3 units. Art: CPSC

A46 ARCH 355 Interdisciplinary Ecosystems Principles Integration

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

Credit 1 unit. Art: CPSC

A46 ARCH 355A Carbon Neutrality in Architectural Design

Team WashU aims to create a solar home to educate the public on a state-of-the-art, carbon-neutral, adaptive healing space for occupational therapy services using innovative interior, architectural, and system design to meet the users' physical, social, and emotional challenges. The study will focus on design, materials, and renewable energy by illuminating the role of carbon in the built environment, and it will help students understand the principles and application of carbon assessment methods and Life Cycle Analytical (LCA) tools. Students will integrate carbon-neutral design principles into design, fabrication, and construction processes, testing the limits of conventional sustainable design practices and developing new strategies for designing carbon-neutral buildings. Students will work individually to create preliminary design schematics (and their associated structural morphologies, enclosure systems, and MEP systems). They will be fused around a single design strategy developed as a group design project, analyzed for its environmental impact and carbon footprint, and finally built by the student team. The course encourages students to participate in the fabrication and construction process developed as collaborative research, design, and construction effort and support professional consultants or manufacturing partners.

Credit 3 units. Art: CPSC

A46 ARCH 362A Materials of Memory: Designing a Pavilion for Peace Park

In *Wounded Cities* (2012), Karen E. Till writes, "Artistic interventions advance the difficult 'work' of memory in wounded cities marked by particularly violent and difficult pasts. Such projects also may offer possibilities of place-based mourning and care work across generations that build self-worth, collective security, and social capacity." In this course, architecture students will work alongside art students enrolled in a parallel seminar to develop integrated designs for an open air pavilion, a bus shelter, and educational signage for North St. Louis's Peace Park. This seminar is the current phase of an ongoing collaborative between Washington University and the College Hill Community to find tangible actions that can address past injustices, respect memories of the neighborhood, begin a process of healing in the present, and build infrastructure for the future. Students will conduct "memory work" by collecting narratives from local residents, exploring the recent and distant history of the site, and examining past placemaking projects that have successfully utilized memory work to create healing spaces. This foundational work will be used as the basis for the design and construction of large operational presentation models to be placed on display for the local residents. This collaborative process will continue after this semester and will result in a built project by the end of the summer of 2023.

Credit 3 units.

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

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

Credit 1 unit. EN: H

A46 ARCH 3823 15th- & 16th-Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture

The Early Renaissance — also known as the quattrocento — usually denotes the period from circa 1400 to circa 1500. In those 100 years, Italy, particularly Florence, witnessed an extraordinary coming together of artistic talent, a passionate interest in the art and culture of Greek and Roman antiquity, a fierce sense of civic pride and an optimistic belief in the classical concept of "Man as the measure of all things." This course examines the principal artists who contributed to this cultural revolution. In order to take full advantage of the special experience of studying the renaissance in the very city of its birth, the stress is mainly, although not exclusively, on Florentine artists who include sculptors such as Donatello, Verrocchio, and Michelangelo; painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; and architects such as Brunelleschi and Alberti up to Sangallo.

Same as F20 ART 3823

Credit 3 units. Arch: HT, RW Art: AH

A46 ARCH 3824 The Italian Renaissance in the City of Florence

This course encompasses the Renaissance from Giotto through the High Renaissance. Students examine first-hand the works they are studying. Included are field trips to Rome and Venice. Same as F20 ART 3824
Credit 3 units. Art: AH EN: H

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

This course combines seminar and workshop activities aiming at the understanding of the rich urban and architectural history of Florence, the place of students' work and temporary living during the study abroad program. These activities will be in dialogue with the design studio and art history courses. The intellectual framework of the course is informed by Giulio Carlo Argan's seminal work "La storia dell'arte come storia della città" ("The history of art as the history of the city," Einaudi, 1983), presenting the city as a complex time-space phenomenology of cultural artifacts. While Florence is well known for its cultural contribution to Western cultural history during the 1400s and 1500s, little is known about the full span of its millennial history, including its contemporary developments. The seminar activities will cover such aspects through readings and lecture-cum-sketching urban and architectural documentation tours in the first part of the semester, leading to the development of individual artists' book projects to be completed in the second part of the semester for the program's semester exhibition.
Credit 3 units.

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

A history/theory seminar course examining the works of the Italian architects Franco Albini (b. 1905, Robbiate [Milan] - 1977) and Carlo Scarpa (b. 1906, Venice - 1978), as well as "the school of Florence," a group of modern architects who worked primarily in and around Florence, Italy, including Leonardo Savioli (b. 1917, Florence - 1982), Giovanni Michelucci (b. 1899, Pistoia - 1990) and Leonardo Ricci (b. 1918, Rome - 1994). Introductory lectures by the professors will be followed by student research and case studies of selected buildings and projects. Students will participate in field trips conducted by the professors to buildings and sites in and around Florence (works of Savioli, Ricci, Michelucci and Scarpa). A field trip to Milan in the first half of the semester will include visits to the Franco Albini Foundation with a lecture by the architect Marco Albini, as well as several exhibition installations designed by Albini, and his contemporaries Belgiojoso, Peresutti and Rogers. A field trip to Venice, Vicenza and Verona in the second half of the semester will include visits to projects designed by Scarpa, including the Olivetti Showroom, Querini Stampalia, Correr Museum, Castelvecchio Museum, and the Banca Popolare di Verona. Students will analyze and present buildings and installations employing varying methods of analysis, both graphic and photographic.
Credit 3 units. Arch: HT

A46 ARCH 385B Beyond Words, Beyond Images: Representation After History

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the metacity. Prompting students to consider their own practice in the context of public space, this seminar offers examples of projects that contribute to the global cultural and political

discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of student's evolving practice, which culminates in a final project in a medium of choice. MFA VA students and graduate students in architecture are especially welcome.
Credit 3 units.

A46 ARCH 386X Public Practice

With architecture, art and design students in mind, Public Practice is a design-build course focused on the development, presentation, and actualization of commissioned works within the public realm. Through an iterative process of concept development, material exploration, and panel reviews, students will learn how to develop, propose and execute a viable public piece. Individual and/or group proposals will be presented before a selection committee in consideration toward a public art/design commission. Selected projects will be realized within specified sites in the community of University City, MO. Students will have hands-on experiences with construction processes, meeting structural requirements and codes, site development, and project installation, which will prepare them for a creative life situated firmly within a discourse of Public Space. Open to MFA, graduate architecture students, BFA and undergraduate architecture students with junior-level standing. Minors and others eligible with consent of instructor.
Same as X10 XCORE 386X
Credit 3 units.

A46 ARCH 388A Architecture Portfolio Design

Architecture portfolios play an essential role in framing and presenting work in both academic and professional contexts. More importantly, through the reflective act of re-presenting images and texts, students can begin to define their positions in the field and direct the course of their careers as architects. Architecture Portfolio Design facilitates the production and development of a comprehensive portfolio and covers the essential concepts and techniques at play in contemporary portfolio production. Over the course of 8-weeks, we will do the following: 1) perform close analyses of groundbreaking architectural publication designs; 2) assemble, organize, and evaluate portfolio image and text content; 3) profile the key academic institutions and employers with which students are most interested in engaging; 4) define the target audience to better frame content for that audience; 5) review portfolio organization as well as page layout and hierarchy of image and text; 6) perform an intensive review of student written project descriptions and related captions; 7) review tactics of digital display and physical distribution; 8) invite widely published architects and graphic designers in the Sam Fox School to portfolio reviews; 9) invite a panel of students that have prepared successful portfolios to present and share strategies; and 10) tangentially address curriculum vitae, work samples, web and social media accounts, reference letter requests, essays, and letters of intent.
Credit 1.5 units.

A46 ARCH 396B Making Things That Function

Heidegger identified "things" as what objects become once they cease to perform their function in society. In this course, we seize that moment of dysfunction as a point for creative intervention. Students will design and make functional objects that engage the body with intention. The meaning of function will be debated so that students develop a definition based on

their own values. Highly exaggerated, specific, or experimental works will be encouraged. Techniques for metal fabrication, simple woodworking, and mold-making will be taught in class, as needed. No previous experience is necessary. This course will benefit designers, artists, architects, and engineers, and it will explore the intersections of design and making among these fields. Prerequisite: 3D Design, Architecture 111 studio, or permission of instructor.

Same as F20 ART 396B

Credit 3 units. Art: FAAM, FADM

A46 ARCH 400A Design Foundations Studio

This is an intensive three-week program that introduces incoming students to the pedagogy around thinking and making through an introductory studio exercise. Enrollment is open to first-semester MArch 2 students only.

Credit 3 units.

A46 ARCH 401B Color in Architecture, Design and Art

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

Credit 3 units.

A46 ARCH 402A Measured Representation

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

Credit 3 units.

A46 ARCH 404 Advancing Integrated Sustainability

Do you want to work differently? Toward more effective outcomes? This course is a call to students from all disciplines with the conviction that it is necessary for us to work together while contributing from our specific fields of study to find solutions to challenges in our built environment. Students apply the knowledge base they acquire in this course to formulating ideas for actual community projects in St. Louis. Students learn to integrate and apply a holistic range of social, economic and technical systems inspired and optimized by models in the natural world. A foundation in natural and biomimetic systems is overlaid with analysis of corporate mission, principles and triple bottom-line thinking in order to learn how to build defensible, value-based arguments for implementation of sustainable systems. With the expressed intent of achieving net positive outcomes in the built environment, the following topics are addressed: brownfield property reuse; storm/wastewater management; urban heat island management; air quality; potable water issues and opportunities; material cycles and flows including embedded energy, emissions, toxicity, virgin vs. recycled content and waste diversion; energy efficiency and renewable energy opportunities; transportation, accessibility and mobility choices; vernacular and cultural expression; local and healthy food availability; fitness advocacy and other health issues; education; public outreach and transparency; governance; and the economics of these systems. Lectures, case studies, readings and class discussions support application exercises and experimental projects to propose ideas for improving the built environment at multiple scales. Assignments are reviewed often to assist each student's learning and questions. Complementing leading-edge theory with practical outcomes are provided with the intention that students develop valuable skills to be incorporated in their other academic projects. Please visit <http://samfoxschool.wustl.edu> for work samples and student manifestos from previous classes.

Credit 3 units.

A46 ARCH 404C Topics in Architectural Entrepreneurship

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

Credit 3 units.

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

Working from the premise that art and design have the ability to enrich and transform lives and communities in a tangible way, students redefine social, environmental and cultural problems as opportunities. Students are encouraged to bring ideas that have the potential to address these problems through the creative processes of art and design. Students work in teams to develop a proposal for a project, product, or service-based organization

with the potential to address a specific issue. Students draw lessons from researching established individuals, companies and not-for-profit organizations that are involved in the production of culturally significant, creative work that also supports a larger social mission, and students apply this research to their own proposal. Each proposal is developed into a business/sustainability plan that demonstrates the value of the proposal and explains the resources required to meet specific goals. This course introduces students to the uncertainty that is inherent in the entrepreneurial process. Students work to develop skills to evaluate ideas in relation to their personal values, the idea's ability to address a specific problem, and the resources required to implement a sustainable solution. The process helps students to navigate the uncertainty and assess the risk associated with implementing their proposal through morphing the idea concept, seeking advice, and building a coalition of stakeholders. This course is open to disciplines outside of architecture. Students in Art, Social Work and Engineering are encouraged to register. Credit 3 units.

A46 ARCH 404E Design: Urban Ecosystem Principles Integration

In today's world, our discipline has grand challenges whose solutions often lay in other realms. How will students train themselves to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment" and brings together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work and engineering, drawing from inside and outside the Washington University community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields provides lectures, readings, and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (nonhuman) systems and the range of sociopolitical processes entailed with their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago, and others. This course builds upon a 1-unit fall seminar (not a prerequisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems and apply those concepts in multidisciplinary project applications. Projects leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multidisciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students present their work in a public forum at semester's end. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course. Same as I50 INTER D 406. Credit 3 units. A&S IQ: SSC Arch: SSP EN: S

A46 ARCH 405D Furniture Design

The course focuses on the design of tables using wood as the primary material in response to "rational and irrational strategies" (systematic and emotional). Each student designs, develops and builds prototypes of two tables using the same material. One table is the product of a systematic analysis of

material qualities, production procedures and other constructivist principles. The other table is the product of more explicitly intuitive, emotional and interpretive responses to the nature of the material and its production. Course limited to 10 students. Credit 3 units.

A46 ARCH 405H Sustainability Exchange: Community and University Practicums

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients developed with and guided by faculty advisors from across the University. Teams deliver to their clients an end-product that explores "wicked" problems requiring innovative methods and solutions. Past projects have included investigating soil impacts of de-icing practices on campus, collecting data on inequitable trash collection in neighborhoods, working with St. Louis City's building division to make buildings more energy efficient, developing an understanding of how buildings impact birds on campus, and analyzing the performance and viability of sustainable investments. Upcoming projects are still being finalized and may include mitigating plastic pollution in the Mississippi, creating and publishing an illustrated book on the social, cultural, and ecological importance of Forest Park, and assisting with the planning and development of a rain-scaping proposal for a St. Louis City neighborhood. Team-based projects are complemented by seminars that explore problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering, and science, as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors. Same as I50 INTER D 405. Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC EN: S

A46 ARCH 407A Digital and Analog Fabrication

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

A46 ARCH 407B Dynamic Materialism and Urbanism

Dynamic Materialism and Urbanism is a course developed for students who are interested in emerging technologies and digital production. The course develops and tests experimental design processes in architecture and digital media by enhancing 3D technologies, and it allows each student to adopt abstract thinking and making processes. This course develops digital design skills with the conceptual understanding of the transformative awareness of the artistic production of computational processes, which can inspire new forms of architectural conditions. The current developments in digital technology allow mathematical expressions to transform complex generative systems, which have shifted the formal discourse of architecture. The new digitally based techniques are being invented to inform creative processes in

architecture through the manipulations of complex geometrical and topological forms. This course will focus on developing new techniques that translate these mathematical developments into diagrammatic design strategies. The generative modeling techniques will be deployed by the students for this investigation. Students will develop a complex set of massing strategies with conceptual development for defining and inventing dynamic-based architectural proposals within an urban context. Through digital modeling and mutating architectural strategies, each student will develop a transformational condition of a new emerging design. The new architectural forms are to be modeled through CAD/CAM (laser cutting) and rapid prototyping (3D printing) for physical outputs.
Credit 3 units.

A46 ARCH 408A Digital Visualization Workshop: 2D Representation

This workshop is an introduction to basic AutoCAD drawing layout and organization with printing process. The workshop introduces students to importing and exporting into other graphic software (Photoshop and Illustrator) allowing a basic understanding of resolution and line types with articulated graphic awareness to develop complex 2D drawing capabilities. Required for all 317-level MArch 3 students, who are given priority in enrolling. Open to all other architecture students as space allows.
Credit 1 unit.

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

This course develops digital design skills using the t-spline plug-in for Rhinoceros. As the field of architecture begins to incorporate evermore complex forms and formal strategies, it is necessary for designers to have the ability to work efficiently with advanced modeling software. This allows the development of clean, fluid forms that can be manipulated and transformed as part of the design process, not merely as an output. The course breaks down into four three-hour sessions in which students will have three assignments designed to give a basic understanding of the t-spline plug-in, as well as to show how this type of form manipulation applies to the field of architecture. This course is required for all students in the core graduate program during 318 studio semester.
Credit 1 unit.

A46 ARCH 408C Digital Visualization Workshop: Advanced Rendering

This workshop is an introduction to complex digital rendering in Rhino 4.0 with plug-ins Flamingo, VRay, Maxwell and Fry Rendering Engines. These skills are needed for sophisticated rendering outputs for more hyper-real visualization. The workshop introduces students to material, lighting, camera and global illumination processes. This workshop is required for all MArch students at the 419 level, who are given priority for registration in this course. Open to other upper-level undergraduate and graduate architecture students as space allows.
Credit 1 unit.

A46 ARCH 408D BIM 101 Workshop

The future of the design and construction industry is going to be driven by the use of technology. The best example emerging today is the use of three-dimensional, intelligent design information, commonly referred to as Building Information Modeling (BIM). BIM is expected to drive the AEC industry toward a "model-based" process and gradually move the industry away from a "2D-based" process. The BIM 101 workshop is for future designers who recognize that this future is coming and who are looking for a way to begin preparing themselves in order to be ready when it arrives. We will explore how BIM is being used today and learn the basics of one of the leading BIM tools, Autodesk Revit Architecture 2009. This workshop is intended for senior undergraduate students and graduate students at the 500 level and above.
Credit 1 unit.

A46 ARCH 408J Performance Enhancing

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

A46 ARCH 408M Atmospheric Animations

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

A46 ARCH 408N Mapping Complex Spatial Sequences

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

Credit 3 units.

A46 ARCH 408P Building Performance for a Solar Powered House

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

Credit 3 units.

A46 ARCH 408Q Fabricated Drawings

The course will focus on digital fabrication tools, techniques and image theory to uncover new methods of producing physical images. Images are built in a myriad of methods including physical media or from data. Physical images, as defined in the context of this seminar, will transcend a 2D limitation to develop thickness. The increase to 2.5D or 3D opens opportunities to investigate the use of digital fabrication tools to construct images. In particular, the class will focus on the way information technology continues to have a profound effect on the way we perceive our built environment and the way we represent it. The images that surround us are becoming increasingly easy to generate through information technology. Access to technology both in terms of digital design and output affords the opportunity to reconceive the nature of images. Images are developed through analog, digital or hybrid processes. Their generation is a collaborative interaction between intuition and information processes through clearly defined rules. The

scientific theoretician, Peter Galison, discusses the tension between intuition and information on the nature of images in the arts and sciences. Images reveal the intricacy of relations and knowledge, but they are simultaneous deceptive because they bypass the mathematics of pure science. The tension in the arts tends to be between the intuitive, interpretive ability of images as representation versus the image as evidence of a computation-based process. Architectural theoretician Mark Linder talks about how images in architecture are moving away from representations of something else toward a more literal and non-idealized result of a procedure. The image is literally the process of making visible the end result of an operation. Therefore, images are the evidence of the process by which they were generated. As such, the class will develop innovative processes for our digital fabrication equipment to construct images. The projects will develop new methods to use the CNC mill, laser cutters, knife plotter and 3D printer. New tools may need to be developed and built to enable the image fabrication process. In parallel with technological development is material experimentation. Students will be highly encouraged to test new materials to program their behavior and interaction with technology.

Credit 3 units.

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

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

Credit 3 units.

A46 ARCH 409E Architectural Sketching

An introduction to architectural sketching — a graphic communication skill that architects and designers use to analyze and document their environments, and to visualize design thinking and creative process. Many class sessions will meet on site, drawing directly from observation. The first part of the semester will focus on fundamentals of sketching through the study of existing buildings, their contexts, and interiors. Students will expand and refine their observation skills as they use the architectural sketch as a mode of research — exploring elements of architecture: form, material, light; and the relationships between building and context, and building and interior. The second part of the semester will expand to include the architectural sketch as language. Students will learn to use the architectural sketch to explore, confront, develop, and translate abstract ideas into visual narrative, creating a record of design thinking and creative process. Students will be registered for the course from the waitlist by the Registrar's Office. Priority will be given to undergraduate students. Prerequisite: Drawing I or graduate architecture standing.

Credit 3 units.

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

Working in small groups, students will acquire new perspectives and skills that put people and their needs at the heart of the creative process of re-imagining and transforming cities. Livability, lively cities, public life, and other concepts describing inviting, vibrant, and stimulating urban environments are frequently communicated in new visions for the future of cities today, but they are the most often unrealized components of design projects. This focus on "urban life" is a direct reaction to the urban realities created in the 20th century, where increases in our standards of living and the associated city building processes have created areas in which large and increasing numbers of people have become isolated from each other, both socially and geographically. Despite our new awareness for the need to plan for a shared and intensified urban life in sustainable cities, we continue to have difficulty understanding exactly what this "urban life" is, how much of it we truly want and need, and how we can reconcile the often conflicting and simultaneous needs of people for privacy and social stimulation. Open to all graduate students. Master of Urban Design students receive priority. The completion of both the Informal Cities (fall semester) and Lively City (spring semester) masterclasses may fulfill the Urban Issues elective requirement for MArch students. Same as A49 MUD 4102
Credit 2 units.

A46 ARCH 411 Architectural Design III

Prerequisite: satisfactory completion of Arch 312.
Credit 6 units.

A46 ARCH 411A Architectural Design III (Study Abroad)

Prerequisite: satisfactory completion of Arch 311 for Bachelor of Design students. Satisfactory completion of Arch 312 for Bachelor of Science students. Twelve hours of studio work a week.
Credit 6 units.

A46 ARCH 412 Architectural Design IV

Prerequisite: satisfactory completion of Arch 411.
Credit 6 units.

A46 ARCH 414A Digital Ceramics

The production of ceramic building materials spans from individually constructed and handcrafted to industrial and mass produced. Some of the earliest examples of permanent structures include clay-based building components. At the turn of the century, the Hydraulic Press Brick Company in St. Louis was the most innovative brick company in world, producing 100 million bricks per year by 1900. The abundance of clay and the affordability of bricks contributed to the longevity of building stock, where even modest homes had ornamental bricks, corbeling, recesses, and extensions. Historically, fired clay building components were valued for their strength, modularity, fire resistance, raw material availability, and aesthetics. Ceramic building units are pervasive in their use in the built environment, but they have been underappreciated in contemporary architecture practice. Digital Ceramics examines new possibilities for masonry and ceramics in architecture through computational design and digital fabrication. Algorithmic design techniques, digital fabrication, and ceramic research will be merged for the design and production of nonstandard ceramic components in aggregated assemblies. Readings, tutorials, and guest lectures throughout the course will focus on innovations

in digital technology, digital fabrication, advanced geometry, and material practices. Student work will include the creation of 3D-printed and/or CNC-produced molds and slip-cast ceramic components. Additional course work will include drying and firing clay components, staining and glazing techniques, and clay body research. Students will also be introduced to ceramic 3D printing during the course. Digital Ceramics confronts the seemingly disparate modes of physical making and digital form-giving with the introduction of a new material system that expands the aesthetic and performative potential of aggregated enclosure assemblies. In recent digital discourse, we have seen the ability for endless variation and customization through the use of parametric design software. This course intends to underscore a thoughtful consideration of the relationship between technology and adaptability. Through material behavior and calibrated irregularities, we have the capacity to make each component unique. Experience with digital modeling (Rhino) and digital fabrication is strongly encouraged.
Credit 3 units.

A46 ARCH 418A Design Culture

This course will provide an overview of historical and contemporary design issues, including (but not limited to) graphic design, communication design, industrial design, furniture design, film, and animation. Lectures, films, and readings will deepen students' knowledge of how different design practices complement and enrich architecture and broaden their understanding of how history, philosophy, and technology have shaped different design movements.
Credit 1.5 units.

A46 ARCH 419 Architectural Design III (MArch 3)

The third of a three-semester sequence of design studios. Continues examination of issues raised in ARCH 317 and ARCH 318.
Credit 6 units.

A46 ARCH 420E The Persistence of the Beaux Arts

This seminar will investigate the neoclassical style associated with the École des Beaux Arts in Paris (est. 1819), which was characterized by symmetry, grid-based plans, privileging of the plan in design, the systematic organization of rooms, urban monuments, relief sculpture, statues on buildings, and other attributes. We will compile a database of projects; explore the nearby traces of the Louisiana Purchase Exposition of 1904 in Forest Park and on the Danforth Campus; and use resources in the Steedman Collection in the St. Louis Central Library and the Missouri Historical Society as well as on campus. An optional longer-distance field trip will be considered. Association of the Beaux Arts style with utopian societies, nationalist politics, colonial expansion, and enslavement practices as well as with science, health and hygiene, and international relations will be examined. Taking the analytical research of Colin Rowe and Kenneth Frampton as models, students will enrich their understanding of Beaux Arts architecture through comparative analyses, seeking connections between its buildings and examples from Ancient Egypt, Classical Greece, and the Renaissance as well as from the modern, postmodern, and contemporary periods. Final projects may use drawing, rendering, photogrammetry, or video, along with a written research paper. Prerequisite: Architectural History II. A few spaces will be reserved for undergraduate students.
Credit 3 units. Arch: GARW, RW

A46 ARCH 421U Urbanism: Chicago

This design research seminar focuses on the urban infrastructure and associated buildings of central Chicago, in and around the areas near the Loop. The Chicago metropolitan area is the third largest in the United States, and from 1870 until the 1950s, Chicago was America's "second city," surpassed in size only by New York City. It remains the densest and most "urban" of the cities of the Midwest, with many examples of complex interconnections between rail lines, highways, and various kinds of pedestrian-oriented urban environments. This seminar combines historical and field research on some of the many architectural urban design interventions in Chicago. Students choose among several topic areas to produce detailed drawings and digital models of specific urban interventions. There will likely be a publication of the work. Topic areas for digital documentation include the pedestrian relationships between transit lines and various buildings and urban complexes, including the large Millennium Park interventions by SOM and others over the Illinois Central railway lines adjacent to Lake Michigan, and Wacker Drive, a 1920s underground limited access highway along the Chicago River, and other projects. Fulfills History/Theory and Urban Issues elective requirement. Credit 3 units.

A46 ARCH 421V Unbuilt Sert

This design research seminar will focus on the digital simulation of the unbuilt architectural design projects of Josep Lluís Sert (1901-83). This spring we will document and analyze Sert's drawings for St. Botolph's Chapel (1963) designed for the Boston Government Center complex with the goal of virtually "building" it. Sert practiced in Barcelona in the 1930s during the era of the Spanish Republic and later in the U.S. as both architect and planner. He was the President of CIAM (International Congresses of Modern Architecture) from 1947-56, and Dean of the Harvard Graduate School of Design from 1953-69 where he developed urban design as a discipline and academic program. The chapel was an effort to combine elements of Catalan modern architecture with his concept of a modern "New Monumentality" suitable to the postwar world. The seminar will also visit several of Sert's major built projects in the Boston area, and will include presentations by Dean Emeritus Edward Baum, who was job captain on the St. Botolph's chapel project with the Sert, Jackson firm. Students will work in teams to produce detailed digital models of the project to simulate the "built" chapel inside and out. Publication of the work is anticipated. Credit 3 units. Arch: GACS

A46 ARCH 421W Designing the Modern City

This course, which is based on the textbook *Designing the Modern City: Urbanism Since 1850*, is a lecture course that examines designers' efforts to shape modern cities. Topics covered include the technical and social changes in mid-19th century industrial cities, notably London, Paris, and Barcelona, as well as varied efforts to shape urban extensions and central new interventions elsewhere. These include reform housing efforts for the working class in 19th-century London and New York, Städtebau (city building) in German-speaking environments, the Garden City Movement, the American City Beautiful movement, "town planning" in Britain, and "urbanisme" in France (the source of the contemporary term "urbanism"). Less well-known topics that will also be addressed are urban modernization in East Asia before 1940 and suburban planning in the United States, including Frank Lloyd Wright's Broadacre City. The book also addresses social change and modern urbanism in Europe in the 1920s, including the emergence

of CIAM (International Congresses for Modern Architecture), which met from 1928 to 1956; the political, technological and urban transformations of World War II; the expansion of racially segregated decentralization in the United States; and some European and Latin American postwar urbanism. It also addresses urbanistic aspects of postwar architectural culture, including critiques of modernist planning by Jane Jacobs and others and more recent responses to the ongoing challenges posed by efforts to create organized self-built settlements and to make more ecologically sustainable cities. Credit 3 units. Arch: GAMUD, GARW, GAUI, RW, UI

A46 ARCH 421X Modern St. Louis, 1940 to 1974: Art, Architecture and Social Change

This seminar addresses the research question, "How did modern art and architecture become such a major aspect of St Louis's cultural life in the middle decades of the 20th century?" Offered in preparation for a fall 2022 exhibition on this topic at the Kemper Museum, the seminar will research this question, both by presenting notable works of modern architecture that were built here and by examining art collecting and philanthropy here during this time period, where new and more socially inclusive values then associated with modern art had a significant impact on changing both the political and artistic culture of this large metro region. Architectural works to be researched include the works of Harris Armstrong; Cloethiel Woodard Smith (a Washington University architecture alumna); Samuel Marx; Frederick Dunn; Eric Mendelsohn; Eero Saarinen; Dan Kiley; Joseph Murphy and Eugene Mackey, Jr; George Hellmuth, Minoru Yamasaki and Gyo Obata; and Charles E. Fleming. Prerequisites: Architectural History I & II or equivalent. Credit 3 units. Arch: GARW, RW

A46 ARCH 421Z The Chicago Skyscraper

This seminar will consider a set of projects by Burnham and Root, Holabird and Roche, Wm. Le Baron Jenney, Louis Sullivan, and others. A central example will be the Monadnock Building, with its two sections by Burnham and Root (1891) and Holabird and Roche (1893). As one of the main lines of inquiry, we will define the skyscraper type, evaluate examples through comparative study, and unfold "intersectional" aspects of the buildings with respect to race, gender, and labor. Special attention will be paid to symbolism and the relationship between structure, tectonics, and ornament programs. Circumstances permitting, the seminar will apply photogrammetric techniques to the documentation and study of architectural details, entailing a field trip. Space will be reserved for undergraduate students. Prerequisite: Architectural History I or II. Credit 3 units. Arch: GARW, RW

A46 ARCH 422H Urban Topographies

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

intended to give students the flexibility to approach the syllabus as an independent study or as a supplement to their studio work. Software that will be covered includes ArcGIS, Autodesk Infraworks, 3DSMax and Grasshopper.

Credit 3 units. Arch: ECOL

A46 ARCH 422J Confronting Urbanization: The Interactive Tissue of Urban Life

This course invites architecture and urban design students to explore the urban condition through the lenses of its interactive tissue -- a tissue that includes smartphones, the World Wide Web, credit cards, highway systems, airports, sidewalks, and indoor plumbing. Within this frame of reference, students are encouraged to investigate, unearth, and document with surgical precision the emergent interrelationships between actors, the agency through which actors engage with the interactive tissue, and the ways in which these actors and relationships shape and influence one another. With the understanding that ideas are generated through speculation, projection, and experimentation, we will use the third dimension as a point of departure toward the fourth dimension of time, and we will aspire to the fifth dimension of lived experience. It is most welcomed that students bring their curiosity to the course, that they are interested in being investigative, and that they are open to various mediums ranging from reading theories of urbanization, drawing, and experimenting with physical/interactive objects to using projection as a tool to document their research in both analog and digital formats. The final product of this course will be a presentation during which students will present their research through multiple media outlets, which may include drawings, installation work, or moving images.

Same as A49 MUD 422J

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

A46 ARCH 423 History of Landscape Architecture

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

Credit 3 units.

A46 ARCH 423D Videography for Designers

This seminar course examines the practice of capturing, producing and analyzing moving images as a method of inquiry for design. We focus on the analytical and communicative qualities of time-based media (recorded sequences, video, slideshows, animation, simulation, remote sensing, etc.) as a human-landscape intermediary that has the ability to alter understanding and evaluation of the environment. We explore techniques from a range of disciplines — art, design, sociology, anthropology, etc. The course meets weekly for brief lectures/presentations to direct our inquiries, discussion of foundational readings and ideas, media workshops, screenings, local field trips, and/or student presentations of work. Throughout the semester, students generate brief, exploratory work that focuses on methods and techniques, and a larger, final project that engages the themes of the course. Open to all graduate and upper-level undergraduate students, a goal of the course is to

blur boundaries between art and design, and to capitalize on their various approaches. No experience with video, animation, or other software is required — only the desire to explore and incorporate time-based methods into individual processes.

Same as A48 LAND 423D

Credit 3 units.

A46 ARCH 423E Cinematic Landscapes: The Making Of

Watch movies. Talk about movies. Analyze the making of movies. Make a movie. Climate-themed movies. Post-apocalyptic movies. Meet in technology. Learn to scientifically use drones. Learn to scientifically use LIDAR. Use these tools in your climate-themed movie. Sculpt stories in time, supported by sound. This course will focus on the analysis of landscapes and cities as portrayed by popular cinema. How eidetic portrayals of nature and cities are circulated by popular cinema. Stories through which the values, common referents, public concepts, and memes of a culture materialize through the construction of movies. Interior to the semester there is an interdisciplinary workshop. Four-day fieldwork with Geology Assistant Professor Alex Bradley. Map and produce digital representations at 2-cm resolution of a mountainside scoured by a burst reservoir. This class is divided into three parts: watch, learn, and make. Watch: Each week, students will be asked to watch one movie and one director's commentary, often referred to in the "bonus features" as "the making of." Learn: Students will study the methods and techniques used to create settings, props, and storyboards in the service of a sound vision. Make: Students will synthesize digital and analogue time-based media tools (sound and video) to make a movie thematically based on climate change.

Same as A48 LAND 423E

Credit 3 units.

A46 ARCH 424L The Chinese City in Historical Perspective

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

Credit 3 units.

A46 ARCH 427H The Crystal Palace

The seminar will seek a thorough acquaintance with the Crystal Palace, the structure that housed the Great Exhibition of 1851 in London. We will follow a timeline from the building's origins in theories of art and society to its design and construction at Hyde Park, its opening, its exhibits, its wide publication in the media, its catastrophic fire, its reconstruction on a new site, and its final demise in 1936. We will examine the building's structure and details and the extent to which project and building served to plan parts of the city and inaugurated a new type of space for the public display of objects. Looking at authors of this project, including Joseph Paxton and Owen Jones, we will explore the implied relationships between architecture and landscape and between architecture and the decorative arts, including the unsteady beginnings of design for mass production. We will revisit debates this building provoked concerning the nature of ornament and the very definition of architecture. In reviewing the building and its contents, we will ask questions about antiquarianism and the return of the temple as a symbol; about natural histories, techniques of inventory, and the context

of the British Empire; and about the role the Crystal Palace has played in narratives of the history of modern architecture. Readings will include selections from Paxton, Jones, Ruskin, Semper, Pevsner, Hegel, Benjamin, Tafuri, Said, Ranciere, and others.

Credit 3 units. Arch: GARW, RW

A46 ARCH 4280 Architectural History I: Antiquity to Baroque

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

Same as A46 ARCH 3280

Credit 3 units.

A46 ARCH 4284 Architectural History II: Architecture Since 1880

This course is an introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the last 120 years.

In addition to tracing the usual history of modern architecture, this course also emphasizes understanding of the formal, philosophical, social, technical, and economic backgrounds of other important architectural directions in a global context. Topics range from architects' responses to new conditions in the rapidly developing cities of the later 19th century through early 20th-century theories of perception and social engagement to recent efforts to find new bases for architectural interventions in the contemporary metropolis.

Same as A46 ARCH 3284

Credit 3 units. Arch: HT EN: H

A46 ARCH 4288 Architectural History III: Advanced Theory

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

Credit 3 units. Arch: GARW, RW

A46 ARCH 428U American Architecture and Urbanism

This seminar will focus on new ways of thinking about American architecture and urbanism in the 20th century. It is part of an effort to offer new conceptual frameworks to understand American architecture within its larger context of social, political,

and urbanistic change. Unlike an architectural history survey course, it will not only focus on the canonical works of well-known designers such as Ludwig Mies van der Rohe and Louis Kahn, but it will also situate architecture within the various new social, spatial, technological, and legislative directions that have shaped American metropolitan areas since then. Students will present selected readings and pursue individual research projects for this course.

Credit 3 units. Arch: GARW, RW

A46 ARCH 430A Special Topics: Building Visits (Barcelona)

In this 3-credit seminar, students will experience first-hand a careful selection of exemplary contemporary architecture conceived through environmental and social considerations. The seminar is divided into two parts; the first is based on case-studies, and the second is a Spring break architecture travel. The first part consists of a series of lectures delivered by prominent guest practitioners on a single work (in or near Barcelona), followed by a visit with the architect to the building. Through on-site drawing analysis and other exercises, students will unfold the diverse design logics embedded in the building (urban, landscape, energy, material, tectonic and social) to grasp the work holistically. The Spring Break trip will similarly engage with exemplary built works and offices outside of Spain and within Europe. (The exact travel location will be determined according to regional covid restrictions at the time of travel.)

Credit 3 units. Art: CPSC

A46 ARCH 430B Special Topics: Smart Residential Retrofit (Barcelona)

Amid the debate on climate change and still immersed in the effects left by the global pandemic of covid19, cities have a key role in defining possible and accurate solutions. This seminar aims to familiarize students with urban concepts and themes, such as urban fabric, public space, buildability, scale, paths and streets, mixed-use, density, mobility flows, zoning, urban renewal, gentrification, etc., and provide them with basic tools to describe, analyze and articulate proposals in urban contexts. Through field visits, theoretical sessions, debates, and practical exercises, the spectrum of urban issues and themes will be examined with Barcelona as an example and a living laboratory.

Credit 3 units.

A46 ARCH 430C Special Topics: Pyrocene

In the last five years, cataclysmic wildfires have raged globally, burning hotter, faster, larger, and longer in California, Australia, the Amazon, and beyond. A firestorm of images -- frantic smartphone footage, smoldering drone shots, panoramas of orange haze -- has ushered a vision of an apocalyptic "new normal" into public consciousness. In 2015, the scholar Steven Pyne coined the term "Pyrocene" to describe our current "age of fire," defined not only by the accelerated burning of living landscapes but also "lithic" ones, in which the spectacle of the fire crisis can only be understood in relation to deeper climatic and cultural transformations produced by fossil fuel combustion. This interdisciplinary seminar will explore avenues for architectural and cultural practice in the Pyrocene, which some scholars have called the "arts of living on a damaged planet." Approaching wildfire as a phenomenon at the intersection of landscape and urbanization, the course will center design disciplines but also develop robust connections to political ecology, eco-aesthetic art, decolonial anthropology, eco-poetic literature, and ecologically oriented philosophy. Drawing

from readings and case studies in various fields, students will experimentally develop projects that traverse diverse critical frameworks for understanding, shaping, inhabiting, and tending contemporary fire landscapes.

Same as A48 LAND 430C
Credit 3 units.

A46 ARCH 430D Special Topics

Special Topics electives vary each semester.
Credit 3 units. Arch: NSM EN: H

A46 ARCH 430F Special Topic: Laboratory for Suburbia

During the past five years, America's suburbanized landscape has emerged as a site of urgent electoral, cultural, and spatial contestation; it is arguably the defining geography of the national political moment. The fields of design and art, however, have largely failed to engage this critical space, remaining focused instead on prestigious cosmopolitan destinations and distressed inner-city communities. This interdisciplinary course will ask students to step into this gap, exploring and proposing new forms of critical suburban practice. This course is interdisciplinary, and students with interests in visual art, architecture, urban design, art history, public art, planning, performance, urban history, American Studies, and anthropology are especially encouraged to enroll. For the course's final project, students will draw from research and fieldwork to produce propositions for interventionist art or design projects in St. Louis. Final projects can include "paper architecture" renderings, sculptural maquettes, video works, performances, curatorial projects, or scholarly papers that point toward new models for critical and visionary suburban practice.

Credit 3 units.

A46 ARCH 430G Special Topics: What Does the Museum Look Like?

The museum as an architectural typology and emblematic cultural device is currently undergoing an intense transformation. This seminar aims to shed light onto this typology and the role that museum architecture has as a mechanism to activate present-day communities. A research will be conducted through this type of contemporary culture condenser, having in mind digitalization and globalization. It will also take into account the idea that a museum is not only a display or receptacle dedicated to established areas or disciplines such as the arts, science, sports and industry, among others. The research methodology will consist in the analysis and deployment of seminal and particular study cases to then revise and propose alternatives for the evolution of the museum as an architectural device for contemporary culture. The course will address and discuss different topics such as the idea of destabilizing the museum as an institution, dealing with conflict as a positive, alternative way to generate content, and thinking about this typology as a place dedicated mostly to positive interaction, discussion, service and exchange within the community. In order to compare and get a global perception of this particular museum constellation, specific graphic standards will be used to represent the analysis and deployment of the study cases. Such analyses, as well as the results of the discussions and pieces of work produced during the seminar, will be compiled into a small publication.

Credit 3 units.

A46 ARCH 430J Special Topics in History & Theory: Documenting Le Corbusier

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

Credit 3 units. Arch: CAST, GACS

A46 ARCH 430K Special Topics in History & Theory: Reflexivity and Triangulation in Architectural Research

This course will introduce students to architectural research methods where triangulation and reflexivity will be applied to a specific neighborhood in St. Louis to respond to architecture racism and urban inequalities. The primary purpose of the course is for the students to examine mitigation strategies through enhanced analytical techniques. Using the neighborhood plan produced in the Segregation by Design seminar, students are asked to generate a more robust analysis of the findings by employing different triangulating types to increase confidence in the research data, reveal unique findings that might be not present if only one method was previously used, challenge or integrate theories, and clarify the understanding of the problem by offering other perspectives. The information will be compiled into the book Segregation by Design as part of the conclusion and will be presented to neighborhood stakeholders.

Credit 3 units. Arch: CAST, GACS

A46 ARCH 430M Special Topics in History & Theory: Hidden in Plain Sight: How to Read a Building

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

Credit 3 units. Arch: GARW, RW

**A46 ARCH 430N Special Topics in History & Theory:
Learning From Pruitt-Igoe**

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

Credit 3 units. Arch: GARW, RW

**A46 ARCH 430O Special Topics in History & Theory: The
Crystal Palace**

The seminar will seek a thorough acquaintance with the Crystal Palace, the structure that housed the Great Exhibition of 1851 in London. We will follow a timeline from the building's origins in theories of art and society to its design and construction at Hyde Park, its opening, its exhibits, its wide publication in the media, and its catastrophic fire, reconstruction on a new site, and final demise in 1936. We will examine the building's structure and details and the extent to which project and building served to plan parts of the city and inaugurated a new type of space for the public display of objects. Looking at authors of this project, including Joseph Paxton and Owen Jones, we will explore the implied relationships between architecture and landscape and between architecture and the decorative arts, including the unsteady beginnings of design for mass production. We will revisit debates this building provoked concerning the nature of ornament and the very definition of architecture. In reviewing the building and its contents, we will ask questions about antiquarianism and the return of the temple as a symbol; about natural histories, techniques of inventory, and the context of the British Empire; and about the role the Crystal Palace has played in narratives of the history of modern architecture. Readings will include selections from Paxton, Jones, Ruskin, Semper, Pevsner, Hegel, Benjamin, Tafuri, Said, Rancière, and others.

Credit 3 units. Arch: GAHT, RW

**A46 ARCH 431A Architecture in the Age of Identity: Race,
Gender, Ethnicity and Their Discontents**

Identity is both an individual and social category. It is deeply personal, woven with memories, feelings and emotions, but also collective, informed by history, society and culture. Consequently, this gap between individual self-expression and societal conformity remains one of the fundamental tensions of human existence, but also a source of inspiration and imagination in our rapidly changing world. Categories such as race, gender, class and ethnicity—as well as their intersections and overlaps—remain dynamic. They constantly evolve, responding to the changing socio-economic context and engaging an ever-expanding array of cultural production—from literature and film to philosophy and sociology. This course expands the conversation even further, examining the

relationship between design and identity in architecture, with a particular emphasis on architectural education. Covering a range of case studies that emerged after World War I, the course moves freely across various divides—between North-South and East-West, between socialism and capitalism—examining the representation of identity through a variety of architectural media, including drawings, texts and buildings. The course probes architecture schools and practices as both disciplinary enterprises and as hubs of identity formation, suggesting the capacity of equity and representation to serve as agents of both political and architectural emancipation. The course content includes lectures, discussions and presentations, as well as reading and research. The course is open to both undergraduate and graduate students and it has no pre-requisites.

Credit 1.5 units. Art: CPSC

A46 ARCH 431B Modern Architecture, Race, and Ethnicity

This course will review the issues mentioned in the title as represented in recent literature and historical examples, focusing mainly on the urban context but more on architecture than urbanism. Themes will include the history and theory of architecture; architecture as art and as service; architecture and social class; and technology and intersectionality. An emphasis will be placed on information literacy, including the use and management of primary and secondary sources, accessed digitally. Assignments will include a series of short papers and a final paper. Space will be reserved for undergraduates. Prerequisite: Architectural History II or equivalent.

Credit 3 units. Arch: GARW, RW Art: CPSC

**A46 ARCH 434Y Precarious Structures: Composition/Anti-
Composition**

This design seminar will explore the construction of architectural compositions as time-based events using motion graphics, physics engines and scale models. Design exercises will be supplemented by readings and lectures that track intersections between abstract painting, color theory, choreography, video game physics, and architectural space. The suite of digital videos and models generated during the course of the workshop will make an argument for animation software as an architectural-form-generation technique. This workshop is designed as a visual-studies-focused exploration of material assemblages. In his recent text entitled "Bad New Days: Art, Criticism, Emergency," theorist Hal Foster analyzes contemporary visual artists like Thomas Hirschhorn and suggests the term "precarity" to describe one of the major emerging themes in post-2001 art; this is a meta-category that he puts forward alongside the abject, mimetic, archival and postcritical. These terms, Foster suggests, might replace the postmodernist overprivileging of images and language. Following the work Foster highlights in his text, we will engage with what sculptor Robert Morris calls "anti-form": the material and optical territory of the formless (all that is horizontal, unconstructed, and otherwise base). It is without doubt that the specters of postminimalism -- Alice Aycock, Robert Morris, Eva Hesse and Mary Miss, for example -- loom large in contemporary aesthetic research. This pervasive (if underarticulated) interest in base materialism, elemental tectonics, and provisional structures owes much to the antiformal revisions of minimalism that these artists celebrate in their work (so many piles, ruins, stacks, stick-frame forts, huts, and shelters). Can architecture revitalize these types and add elements (spatial, economic, political and technological complexity) to the sculptural articulation of precarity? Can we

design with formal provisionality at the forefront? Requirements: Beginners with no background in the following platforms are welcome. However, some familiarity with Rhino 3D, the Maya platform, and processing will be helpful. Credit 3 units.

A46 ARCH 435E Furnish It, With Pieces

Public space is a key constituent that determines the character of a neighborhood and a city. It is embedded in the urban fabric and it can mediate the relationship between people and their particular surrounding landscape. Urban furniture and hardscape can play an important role in offering a wide range of uses for public spaces. The design of such pieces affects the way people live and experience a particular environment. The ultimate goal of this course is to design, fabricate and install a set of repeatable units to equip a vacant urban lot in order to offer opportunities for social interaction. The seminar focuses on the in-depth understanding and development of ideas based on the technical, experiential and aesthetic exploration of one material: concrete, into one specific application: urban furniture. This seminar builds up on the scope of the Creative Activity Research Grant awarded by the Sam Fox School of Design & Visual Arts where five porous concrete pavers were designed for a vacant plot in North St. Louis. The challenges are to adapt the given pavers to a new site condition and to propose new urban furniture made out of concrete. It involves the construction of pieces able to equip a gathering space as well as sidewalks that can offer local residents the opportunity to interact with others. This provides not only aesthetic appeal to the residents and visitors, but also allows the possibility of implementing an actual project in an abandon plot in Old North. We will enrich the community with a wide range of training opportunities as each step in the process of making the plaza is used for teaching purposes, from making pavers and other pieces, to salvaging, reusing or repurposing recycled material. Students are asked to design and build concrete urban furniture necessary for the gathering area. The pieces can encompass a wide range of uses: chairs and benches, tables, raised beds, planters, litter bins, modular fencing and mobility-related pieces such as bike racks, bollards and car stoppers. This is an opportunity for hands-on experience. These pieces have to consider the limitations of the material in terms of strength, weight, size, etc.; learning about the material itself as well as the act of construction, assemblage and mass production, which includes methods and technology, ranging from tools to molds. The formwork for the concrete pieces will be built through a process of CNC milling and rubber molds or vacuum formed plastic. The challenges are to define environmentally sensitive strategies for problem solving, conceptual development and poetic expression at both levels of the design process, conceptual and real. Sustainable principles such as the use of recycled materials as an aggregate in the concrete mix are an important consideration. Construction is the ultimate goal of this class. We work in collaboration with Anova, a local manufacturing company dedicated to the design and production of site furnishings. Anova provides some materials and brings their expertise to the project. Credit 3 units.

A46 ARCH 435F Precast Concrete Enclosures

In contemporary construction practice, building enclosures are sophisticated assemblies conceived through complex processes that merge design, science, technology and craft. The outermost layer of the exterior wall is the most exposed to natural forces and therefore it needs careful attention as it must work effectively over the lifetime of the building. The

primary goal of this fabrication seminar is the construction of full-scale mockup pieces that function as part of real building envelopes; this is an opportunity for hands-on experience. Students will design, develop and build enclosures out of different types of precast high-performance concrete assemblies as critical components of building envelopes. The course will be developed in partnership with Gate Precast, a leader company in the precast concrete industry. Supported by a grant from the PCI Foundation, students will have a budget of \$12,500 to design and prototype precast mockups of building envelopes. Students will start by conducting research and analyzing historic and contemporary buildings, focusing on their skin properties and configurations. Then, they will proceed to identify specific environmental condition(s) and develop an enclosure as a response to such condition(s), advancing the design through detail drawings and study models, culminating in a full-scale mockup mold. Construction of the molds will be done at Washington University's facilities combining digital and analog methods of fabrication, including CNC milling, laser cutters, 3D printers, and vacuum-formed plastic, among other methods; a fully equipped wood shop is also available. Once the molds are finalized, they will be transported to Gate's architectural plant in Ashland City, TN, for reinforcing and concrete casting; this project will culminate in the demolding of full-scale precast mockup pieces. Students will tour the facility and participate in the entire fabrication process, including mold preparation, reinforcing, casting, demolding, handling and finishing of the final panels. Credit 3 units.

A46 ARCH 4362 Advanced Grasshopper

With a base knowledge of the Rhino+Grasshopper interface, this class will focus on developing an entirely scripted building system. Each student will be given a set of initial parameters (building volume, square footage, percent of transparent/opaque facade, required programmatic elements/size, etc.). They will begin by selecting a formal precedent that will help them determine a structural system. Within this framework, students will develop an algorithmic logic to organize program and then articulate a responsive skin. The goal of this exercise will be to develop understanding of the potential use of scripting in design. Scripting allows the designer to transform their design dynamically as the parameters change or update. The final output of this class will be detailed, annotated drawings of each student's structural system as well as a 1/4" scale model of a small portion of their design utilizing available tools in the FabLab such as 3D printing and CNC routing. Students taking this course must have working knowledge of Grasshopper. This class is an advanced class exploring design through generative modeling. Credit 3 units.

A46 ARCH 436A Information Modeling and Technology

This foundation-level course will introduce students to the digital tools of Geographic Information System (GIS), Building Information Modeling (BIM), and Building Performance Analysis (BPA). Its goal is to equip the student with the ability to gather information, analyze it, and make decisions within the information-rich environment of architectural design and construction. Students will develop an understanding of these three seemingly distinct approaches and their role in preserving the quality and quantity of accumulated information for "upstream" use. The topics addressed in the course will be further developed in more advanced courses during subsequent semesters. The introduction of information-gathering principles

within GIS will expose students to the wealth of information, such as maps and census data, that is already available, as well as methods of turning raw data into analytical material for use in their design work. This segment of the course not only provides a foundation to ArcGIS, but also leads toward use of this information within applications like Revit Architecture. Creating and managing an information pool of digital GIS and design and construction data and making it available throughout the lifecycle of a project is commonly referred to as BIM. In the second part of this course, we will explore how BIM is being utilized today and learn the basics of one of the leading BIM-compliant applications, Autodesk Revit Architecture 2010. During the third part of this course, students will be introduced to BPA, a process that embodies a holistic approach toward the integration of sustainability and design. By understanding when and how to apply sets of analytical exercises via applications like Ecotact Analysis within the context of Information Modeling, students will develop an understanding of how design decisions have a profound and lasting impact on the overall building sustainability and performance.

Credit 3 units.

A46 ARCH 436B BIM in Practice

Building Information Modeling (BIM) is a developing method of creating, sharing and managing project data through a visualized 3D or 4D model. While it continues to deliver on an initial promise to increase design consistency and efficiency while minimizing errors, the focus of attention is shifting to the use of BIM to facilitate integrated methods of project delivery. The course explores the use of the BIM platform and the development of data exchange methods in architectural design through a case study and subsequent design project. Students are provided instruction in Revit covering the creation, management and extraction of data from a model, but also look at the technology more broadly, discussing the changes advanced by the deployment of BIM processes in practice.

Credit 3 units.

A46 ARCH 436D Advanced BIM in Practice

While the adoption of BIM continues to grow across the industry, criticism of its effectiveness as a design tool remains. The foundation of BIM, the creation and management of geometric objects with associated non-geometric data, is often at odds with established methodologies of design. Current practice typically manages this schism by separating design from the use of BIM for documentation and construction. The class will seek to develop methods of design within a BIM environment, not through the translation or reshaping of traditional techniques, but through the design of a methodology that seeks to capitalize on what BIM enables: direct, digital collaboration and the facile management of large data sets. This is not an introductory class. Basic knowledge in Revit (or an alternative BIM software) is required. Skill in other parametric and 3D modeling software as well as a basic knowledge of Grasshopper or other algorithmic processes is strongly preferred. Students will investigate and design digital processes using a short design brief to enable the investigation.

Credit 3 units.

A46 ARCH 436E Technology + Tectonic

Beginning with a rigorous study of three-dimensional grid systems, students will work in pairs to develop conceptual proposals for site-specific hanging installation. Students will examine materiality, grid distortions, and spatial qualities, as well as interactions with natural light and human input. The ideas

generated in this course have the potential to directly affect an architectural installation the following semester. Students enrolling in the course should have completed at least one digital seminar as a prerequisite.

Credit 3 units.

A46 ARCH 436F Designing with Grasshopper

The best way to learn how to design with Grasshopper is to use it. Each student will be guided through five different projects incorporating computational design logic throughout. The outputs of this course will be published on Instagram (@wustlhopper) and/or reddit (r/generative). The course will build in complexity as it progresses through Grasshopper methods and plugins. At the end of the course, each student will have completed a 2D patterning project going from Rhino to Illustrator/Photoshop, another 2D patterning project animated in Grasshopper through Photoshop, a 3D patterning project animated in Grasshopper through Photoshop, a simulated interaction using Kangaroo and animated, and a fully rendered looping model incorporating all of the lessons from throughout the course.

Credit 3 units.

A46 ARCH 438 Environmental Systems I

Environmental Systems I is the foundation course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context, including ideas of environment, landform, energy, material and space. The class places an emphasis on each student developing their own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The class is organized around the themes of climate, site and energy. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through "passive" strategies. The theme of site expands the idea of the architectural project to examine landform, position, access and region. The theme of energy looks at architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels. Two goals for the class are to provide students with ways of thinking about and of working with issues of sustainability, which can inform their design practice, and to equip them with the basic knowledge needed to continue within the technology sequence.

Credit 3 units.

A46 ARCH 4381 Environmental Systems I: Site Planning

Environmental Systems I, site planning module, addresses the relationship between buildings and an expanded idea of context, including environmental, material and spatial realms. The class places an emphasis on each student developing their own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The theme of site expands the idea of the architectural project to examine landform, position, foundation, access and region. Two goals for the class are, first, to provide students with ways of thinking about and of working with issues of sustainability, which can inform their design practice, and second to equip students with the basic knowledge needed to continue within the technology sequence. Only students who have received a partial waiver for A46 438 Environmental Systems I may register for this course.

Credit 1 unit.

A46 ARCH 438C Expanding Skin

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

A46 ARCH 439 Environmental Systems II

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication — all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both *form* and *performance* throughout the design process. Prerequisites: Environmental Systems I & Building Systems I. Credit 3 units.

A46 ARCH 439I Environmental Systems II: Acoustics

The Acoustics Workshop is designed for students that have been partially waived from Environmental Systems II with the exception of the acoustics portion. The workshop joins the Environmental Systems II class for only the lectures on the topic of acoustics. The class will cover the design of acoustic environments starting from the physics of sound, the design room acoustics, identifying noises sources, and investigating methods for noise mitigation. Credit 1 unit.

A46 ARCH 439H Environmental Systems II (Mumbai)

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication — all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both *form* and *performance* throughout the design process. Prerequisites: Environmental Systems I & Building Systems I. Credit 3 units.

A46 ARCH 445 Building Systems

Building Systems will examine the performance and properties of building materials, both traditional and new, through an analysis of assemblies and related systems. Investigations of wood, masonry, steel and concrete and the integration of relevant building systems will provide the fundamental structure for the course. All systems will be investigated relative to their architectural purpose, impact on the environment, relationship to culture/context, technical principles and will also consider manufacturing, construction, our profession and the society in which we practice. Moreover, the course will also examine the performance characteristics of contemporary enclosure technology and explore the impact these technologies are having on design thinking. Although we will focus primarily on the aforementioned topics, we will also identify and consider the impact of other parameters on design and performance such as building codes, role of the profession, health and life safety, systems integration, sustainability and industry standards. The course strives to provide students with a sound familiarity and understanding of traditional building systems in wood, steel and concrete; as well as the skills necessary to represent these systems. The course also seeks to expose students to the material and poetic potential of these technologies related to the making of architectural environments. Credit 3 units.

A46 ARCH 447A Structures I

Statics and strength of materials through beam and column theory. Loads are defined and states of stress are identified and analyzed. The context of structural behavior is identified and optimal structural behavior and material efficiency structural design is reviewed. Form-active, bulk-active and vector-active structural options are explored relative to the transference of load along the length of structural members. The course applies structural theory to the analysis and design of structural members — beams, trusses, arches and columns. Credit 3 units.

A46 ARCH 448A Structures II

Continuation of Arch 447A with consideration of the effects of forces on structural members of various materials. Introduction to the design of structural members in steel, reinforced concrete and wood. Prerequisite: Arch 447A.
Credit 3 units.

A46 ARCH 451C Documenting Le Corbusier

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

Credit 3 units. Arch: CAST, GACS

A46 ARCH 452K The Ambiguity of Scale: Japan's

Landscape Tradition

Modernist architects in Japan, particularly those associated with the Metabolist Movement, often used the term "niwa," literally gardens, to describe their urban design projects. The city, land, and sea were both the setting and the object of design interventions. This course will examine the Japanese landscape tradition from antiquity to the 21st century. The approach will be interdisciplinary, using literature, art, religion, economics, and technology to inform us of how earth, water, air, winds, plantings, views, and architecture were seen and imagined in Japan during successive historical periods. We will look at the cyclical reconstruction of Ise Shrine that took place in 2013, canonical Zen gardens from Japan's early modern period, the advent of modernist landscape principles and techniques in the 20th century, as well as the influence of garden aesthetics on the development of architecture and urban design over time. This course is open to qualified undergraduates. It is also offered as a Methods seminar for undergraduates in the Architectural History minor and fulfills the History and Theory requirement for Master of Architecture students. The maximum enrollment for this course will be 12.

Credit 3 units.

A46 ARCH 452L The Japanese House

This seminar examines the Japanese house as a modernist idea as it evolved over the course of the 20th century, both within Japan and internationally. The single-family, "tofu-cutter" house came to define Japan's suburban, industrialized landscape in the postwar era, but the type historically emerged out of a certain modernist imagination of Japan's premodern architecture, as architects and critics such as Bruno Taut and Arthur Drexler projected their specific readings of shoin and minka architecture onto a mandate for contemporary practice. The seminar will investigate major strains of domestic architectural design in postwar Japan, paying particular attention to the formalist exercises of Shinohara Kazuo and technology-driven designs of Ikebe Kiyoshi. More contemporary pursuits by SANAA and Atelier Bow-Wow in materiality, transparency, smallness and urban complexities will also be covered. This course satisfies the History/Theory elective requirement.

Credit 3 units.

A46 ARCH 453A Aviation & Architecture: Air Terminal Design and Emergence of Airport Cities

As seaports and train stations were once hubs of commerce and trade, airports serve as vital engines to today's economy, linking cities and regions to the globalized economic landscape. Surrounding airports, entire cities are emerging both organically and in planned developments, building upon the business related to air travel with office parks, conference centers, hotels, entertainment districts and retail. This seminar will be structured in three parts. In the first part, we will examine the fundamentals of transportation architecture and the way air terminal design has developed. Starting as simple structures on an airfield in the 1920s, airports were designed as heroic modern structures from the 1940s to 1980s, ubiquitous terminals in the 1980s thru early 2000s, and most recently as regionally expressive terminals in the 21st century. Students will research, analyze and present case studies, mapping an understanding of the basic architectural components of air terminal design. In the second part, we will explore the rise of airport cities. Students will work in teams of two to research and analyze the planning, governance, impact and growth of airport cities. Sites we will study include developments around Singapore's Changi, Amsterdam's Schipol, London's Heathrow, Paris' Charles de Gaulle, and Chicago's O'Hare. The third part of the seminar will allow students to select a topic of special interest that spans the scale of terminal design and airport cities. Students will initiate independent research to deliver a final paper and presentation on the topic of their choice related to aviation, transportation architecture and planning. Seminars will be supplemented with guest lectures and will be highly conversational. We will explore opportunities for site visits to both airports and airport cities.

Credit 3 units. Arch: GACS, HT

A46 ARCH 453B Art and Architecture

From Ancient Greece to the Renaissance, architecture, painting, and sculpture were regarded as the principal fine arts. In later years, the visual arts were relegated to a separate sphere, independent from buildings and removed from the expediencies of use; however, these positions are perennially contested. How have the distinct positions of art and architecture in private and public spaces been articulated -- and unmade and reworked -- around imperatives such as education, economy, equity, or environment? When has the tension between art and architecture been a problem or a source of inspiration and origin of form? This seminar looks at selected models and the situations, ideologies, and concerns that attended or motivated them. Examples will be drawn from Ancient and Classical periods to the present.

Credit 3 units. Arch: GARW, HT

A46 ARCH 454B Civic Buildings and Perimeter Architecture in the St. Louis Park System: A Study on Fairground Park

This seminar is a design research course examining the Saint Louis park system's complexity from an architectural and identity lens, primarily focused on built works inside the parks and their perimeter architecture. A comparative analysis will focus on Fairground Park at its center. This course provides an overview of the park's social and political history, from the early 20th century to present-day planning. With more than 100 parks in the city, students will work through comparative analyses to study interior and perimeter architecture: civic buildings, housing, infrastructure, and memorials. The architectural and social narratives result in unique community identities and the persistent challenge of disinvestment in under-resourced neighborhoods. Because these parks are anchor points in the

city, the course will also consider park-based connective routes to other primary urban hubs. This research project will enhance students' understanding of the civic and social domain while they explore typology and case-study analysis techniques. In particular, students will investigate Fairground Park in North St. Louis as a central focus, including the perimeter bounding this 132-acre urban park. Fairground Park was founded in 1908 as a city park after it was previously sited as the St. Louis Agricultural and Mechanical Fairgrounds, where it hosted the St. Louis Exposition from 1856 to 1902. Attention shifted to Forest Park in 1904, when it became a focal point of the city as the location of the World's Fair, with designs from the same landscape architect, George Kissler. Located near Fairground, College Hill, and O'Fallon, Fairground Park sits within predominantly black communities with high land vacancy percentages. The park itself was a historic racial conflict location, eventually leading to the desegregation of public pools following an injunction against St. Louis by George W. Draper II, an African-American lawyer and civil rights leader who filed suit in 1950. Fairground Park and its surrounding neighborhoods are locations of historical neglect and segregation. A comparative analysis will identify contributing factors of disinvestment to later engage in productive conversations about the park's future.
Credit 3 units. Art: CPSC

A46 ARCH 455A Urban Books

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: The first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production.
Same as X10 XCORE 336
Credit 3 units. Arch: GAUI, UI Art: CPSC, FADM EN: H

A46 ARCH 455D Community Design Sprints

In this course, students will provide scoping, phasing, programming, and conceptual design for small-scale yet pressing St. Louis needs through selected projects for community members and small organizations. Students will work directly with a local organization over 7 weeks in to clarify and move forward a community project; students will learn community engagement, facilitation, and communication skills, as well as practicing research, representation, and design skills. Open to upper-level undergraduate students and graduate students of all levels.
Credit 1.5 units. Art: CPSC

A46 ARCH 456B Way Beyond Bigness...or Toward a Watershed Architecture

2015 marked the 10- and 20-year anniversaries of two seminal events that have challenged architects' relationships to large scale, complex societal issues: 1) the publishing of *S,M,L,XL* in October 1995 that featured Rem Koolhaas' manifesto of "Bigness" and 2) the landfall of Hurricane Katrina just outside of New Orleans in August 2005 that catapulted fields of design into an unprecedented post-disaster context. Students will reconcile these two disciplinary jolts by understanding these seemingly incongruous snapshots of history as jumping off points for new modes for architectural activism and opportunism. Students will design a manifesto, in newspaper format, for a future-based discipline of architecture that sails uncharted realms that are "Way Beyond Bigness." This will require the simultaneous submersion and assertion of architecture within other disciplines; the formulation of alternate modes of representations for emerging practice-based models; the blurring of academic and professional agendas in the urgency of activism; and the integration of multiple scales, interest groups and agendas in ridiculously complex and antagonistic situations. Underpinning Bigness and Hurricane Katrina will be additional case studies, guest lectures and field trips that cover: CIAM and the emergence of urban design; Koolhaas' thesis and OMA's early practice; mega-scale urban renewal projects in St. Louis; contemporary investigations into territorial scales of design; and multiple scales of contemporary, integrated Water-based designs, post-Katrina efforts and beyond. This course fulfills the History/Theory Case Studies elective requirement.
Credit 3 units. Arch: GACS, GARW, HT

A46 ARCH 457B Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis

This transdisciplinary seminar, bridging humanities and architecture, introduces students to research, theories and debates currently being conducted on issues of segregation, urban policy and sustainability. By placing these debates in a historical and local context students will discover how policy and decisions are entrenched with racial, cultural, physical and socioeconomic segregation, and create the spatial transformation of America's divided cities. Students will learn to evaluate and analyze policy and planning through the framework of Triple Bottom Line Sustainability to understand the physical manifestation of segregation during growth and decline. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 3 units. Arch: CAST, GACS Art: CPSC EN: S

A46 ARCH 457C Radical Mapping

Maps are instruments of power. We have seen this, for example, in the racially motivated "redlined" maps that legitimized urban clearings of entire neighborhoods in American cities during the 1930s. However, maps are also instruments of resistance, for visualizing lived experiences, and for critiquing political systems and relationships of power. Maps are tools for pinpointing accountability. This course will introduce students to the agency and potential of maps and mapping, which is a skillset that all designers need in the face of our current moment of social and environmental justice collapse -- a moment that has long been occurring. The course will cover interdisciplinary theories of mapping, critical cartography, and visualizing power as students build an "atlas of spatial politics" centered on Ferguson, Missouri, and the surrounding St. Louis region. This atlas will

build on a body of work already underway that together is likely to culminate in a publication. An introduction to GIS software and data sources will be provided, and basic knowledge of Adobe Illustrator drawing software is necessary.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

A46 ARCH 462H Information Modeling for Sustainable Design

This course will focus on the principles of sustainable design as examined through Building Performance Analysis (BPA) and applied Building Information Modeling (BIM) methodology. The foundation for this course will be an introduction to BIM and BPA and the significance of both for the future of sustainable architectural design practice supported by analytical modeling. This emphasis on the suitability of building modeling for analytical purposes and on the interpretation of such data will provide the basic knowledge necessary for the second phase of this course, in which students will use a previous or current studio project for an in-depth study of their building's performance in the context of its chosen site. Exploring the interaction between the simulated environment (climate, isolation) and the virtual building with its physical characteristics (materials, assemblies, passive design strategies, heat transfer, daylighting, embedded energy), we will attempt to confirm and test the principles of sustainable design at the schematic level of project development. The model analyzed by each team will provide sufficient comparative information for a design approach whose desired goal is carbon neutrality in the lifecycle of the building. Students will be encouraged to investigate the suitability of analytical modeling software, in the context of critical design methodology. Prerequisites for this course are a basic understanding of BIM methodology and insight into sustainable design practices. Fulfills Digital elective requirement. Credit 3 units.

A46 ARCH 462M Pattern Recognition

Interrogates a recent history of architecture replete with pattern. Case studies of patterning in contemporary projects are undertaken through the production of analytical, computational models to reveal an underlying logic of performance and construction. In parallel, the course presents a theoretical survey of related issues in art, psychology, computation and ecology. In this context, pattern is understood as a performative expression of an ecological system, distinct from historical issues of ornament and representations. Informed by the analysis, students then digitally produce an original pattern, both graphically operative and spatially materialized. Credit 3 units.

A46 ARCH 462N Constructing Ideas

Constructing Ideas is about creating design concepts and transforming these into built architecture. We will learn how conscious imagination and coherent interventions lead us to ideal realities. This class examines the design and construction process as academic research. We consider the practice of making architecture as a synthesis of analysis, interpretation and transformation. Studies will teach us how a building idea influences its construction and how the knowledge about construction can become the starting-point of an idea. Interrogating design problems and investigating existing typologies as a methodology will lead us to specific answers. We will explore conceptual-artist practices and examine their strategies, learning to lead with intent, play with parameters and question the givens. From there, we will look at examples

of Swiss architecture whose early integration of construction in the design process has a long tradition. One could say that the bearing itself gets designed in Switzerland. We will consider invisible structures and material specificity. Learning this language gives us the ability to transform our ideas into specific architectural expressions and precisely tailored solutions. The form of the seminar is experimental. We consider our meetings to be spatial and contextual interventions, precisely designed like architecture. Sessions will vary, from a lecture to an exhibition, talks, a dinner — the goal is to be very conscious about what we are doing. This process is going to be documented through the whole semester. Each student will create his own design thesis and realize an installation that reflects it. The results will be exhibited and presented to the public.

Credit 3 units.

A46 ARCH 463B Emergent Urbanisms

This course surveys emergent models of urbanization in globalizing cities that thus far defy categorization or exist peripherally in studies of urban form. The goal of the course is to equip students with the theoretical and historical background, the analytical tactics, and the critical awareness necessary to reposition themselves as designers in these increasingly challenging contexts. Through case study examples and supporting readings, the course deciphers the formal, social and environmental effects of particular processes defining new urban spatial configurations in city-regions around the globe. Most of these processes are driven by discourses of "efficiency," such that urban forms are increasingly inflected by economic operating systems, as they are subsequently detached from traditional concerns of livability and public interest. Emerging urban assemblages include: massive manufacturing warehouse landscapes or logistical distribution centers and "aerotropolis" transit hubs as well as those spaces left behind by regional restructuring: de-urbanizing (or deliberately erased) environments that contradictorily "enable growth" in other areas (or over the same areas); and the informal settlements that emerge more spontaneously on the margins of mainstream urban policy. Students use their understanding of these spatial and logistical configurations to project creative models for re-direction or engagement. Sources and analytical tactics are drawn from across fields including design, sociology, geography and history. Fulfills Urban Issues elective requirement, MUD-Track elective requirement.

Same as A49 MUD 463B

Credit 3 units.

A46 ARCH 463C Invisible Cities

This graduate and advanced undergraduate seminar takes as a point of departure the famous 1972 Italo Calvino text that reframes a single city (Venice) as multiple cities, told through a sequence of discrete narratives and descriptions. Each of Calvino's invisible "cities" reflect different emotional and physical environments and possibilities — or impossibilities — for their inhabitants, yet are all still connected through an overarching narrative. Invisible Cities, the course, builds on this premise that a city is not a one-size-fits-all experience (nor a monolithic construct with a uniform constituency), but instead is composed of radically different environments all selectively accessed, depending on one's positionality or relationship to urban redevelopment processes. In places like St. Louis — but in fact in all American cities — residents live out different urban realities or imaginaries, with unequal access to the same services, provisions and processes. A highly visible instance of this occurs along Delmar Blvd in St. Louis where two contrasting

lived experiences play out in neighborhoods across from each other on the north-south divide. However, this class posits that much less visible instances of the duplicitous city also exist, in spaces not geographically divided, but (more insidiously) overlaid. The course will focus on this conceptualization of inequality where both privileged and underserved populations co-exist in much more intertwined ways. Within any given block, neighbors live according to different opportunities, for education, health access, police services, or routes to property acquisition and financing. These are the invisible, spatially simultaneous cities; the urban realities that are much harder to see — at least to those who do not live those realities on a day-to-day basis. Like in Calvino's world, urban and lived space is endlessly continuous and accessible for some; for others it is fragmented, even disorienting or opaque. This course will examine, frame, collect and document the various manifestations of invisibility together with the political instruments and policies that produce — and reproduce — it. We will use the St. Louis region as our primary focus, with comparisons to other sites. Our studies will involve a close re/reading of many of the mechanisms of daily governance and urban design such as policies, planning tools, legal, financial and real estate protocols and of course design decisions and processes; i.e., the apparatuses of urban redevelopment that exist right before our eyes. The seminar welcomes both graduate students and advanced undergraduate students from across disciplines. Support for Invisible Cities is provided by the Washington University in St. Louis Ferguson Academic Seed Grant Program granted through the Offices of the Chancellor and Provost and the Olin Business School. Fulfills Urban Issues and MUD Track elective requirement. Credit 3 units. Arch: GAMUD, GAUI, UI

A46 ARCH 463D City Life and Urban Worlds: An Introduction to the Urban Humanities

The urban humanities is an inter-/anti-disciplinary project that brings together theory, practice, and methods from fields in architecture, urban design, and the humanities to interrogate the urban condition. In this core course, we will delve into key theorists, texts, and methods that inform the urban humanities through seminars, site visits, and design projects. We will debate emerging perspectives in critical urban theory and then explore the applicability of these positions in St. Louis through mapping, street ethnography, and subtraction. In addition, this seminar is designed to introduce urban scholars from across the humanities and design fields to each other. Participants will be encouraged to experiment, trade, and engage in dialogue across their fields. What, we will ask, is the status of the urban commons in an era of enclosures and privatization? What can postapocalyptic cyberpunk from Lagos teach us about "smart cities"? How do built environments get their politics? Can these politics be redirected or subverted? Same as A49 MUD 463D Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

A46 ARCH 464A Architecture and Photography

Seminar deals with issues raised by use of photography by architects, historians and critics. Seminar confronts the assumption that our knowledge of notable buildings and architectural space is based primarily on the photographic image. Photographs are tacitly accepted as objective facts, and the pervasiveness of photography in magazines, books and exhibits as substitute for direct experiences is rarely questioned. Goal of seminar: to foster a healthy skepticism of photographs, and to investigate the role of photography as a means of record and convey complex spatial conditions by

the ordering conventions of the frame. While not technical, the course introduces students to technical aspects of photography that are particularly relevant to architectural photography: parallax, lighting, lens distortion, depth of field, format and grain, cropping, photomontage and point of view. Fulfills history/theory requirement. Credit 3 units.

A46 ARCH 465C Art, Design and Entrepreneurship: Creative Placemaking Beyond The City

This course invites students from diverse areas of interest to engage with the cultural landscape of Marion County and Hannibal, Missouri — a region that, through the work of Mark Twain, popularly epitomizes both rural life and the allure of the Mississippi River. While a quarter of a million tourists visit this area each year to follow in Tom Sawyer's footsteps, the work of local artists, designers and entrepreneurs are innovating the narrative of this place and opening up room for consideration of African-American experience, local food systems, and the complex series of social and economic connections within life along the Mississippi. This course puts that spirit of collaboration and imagination in the hands of students, challenging them to think beyond the borders of their disciplines to create projects that present new connections between place, community and culture to both rural and urban audiences. The National Endowment for the Arts defines creative placemaking as an opportunity when "public, private, not-for-profit, and community sectors partner to strategically shape the physical and social character of a neighborhood, town, tribe, city, or region around arts and cultural activities." Through fieldwork, research and idea-creation, students collaborate with mentors on the ground to create locally appropriate projects that address questions of culture and design in the region. Occasional off-campus visits are joined in the classroom to a wide range of readings, case studies, and webstreamed conversations with national leaders across fields. The course concludes with small teams designing a specific plan, event, or project that could later be implemented in the community. Credit 3 units.

A46 ARCH 467A Disappearing Act

What does erasure make, and how might we reconstitute what has been lost? This seminar will explore the architecture of ghosts: things thought to be lost or destroyed, or which can no longer be accessed. This representation-forward class will test a range of drawing and making techniques in various media and scale to foster a dialog about what drawing misses and the presences and absences of the built environment. We will frame our work and ideas in architectural discourses of subtraction, palimpsest, and productive removal. Our work will capture the dynamism and logic of the built environment. Credit 3 units.

A46 ARCH 470G Edges of Privacy

In collective housing, interactions between neighbors occur in often tight spaces of shared access. In hallways, walkways, stairs, and landings, proximity to the private spaces of the dwelling is extreme. Many architects have been experimenting with open-walkway access type in collective housing beyond an economical means of circulation. Buildings that use open-walkways-which in colder climates can be glazed-often provide energy savings, as they allow for the cross-ventilation of units and can serve as climatic buffers and passive heat sources. Additionally, these spaces offer potential scenarios

of both conviviality and conflict, a contrasting condition to be reconciled through design to create housing for diverse groups of people. In this seminar, students will explore selected historic and contemporary housing examples with open access walkways-both successes and failures- in Europe and Latin America. Through lectures, research, analysis, discussions, and rigorous redrawing of selected buildings, students will examine-organizationally, spatially, and socially- the modes of interaction afforded by design and the potential for this access type. The seminar is part of the ongoing research project "Edges of Privacy. Open Access Walkways in Collective Housing" and the work may result in a publication and exhibition. It is open to undergraduate juniors and seniors and graduate students who have completed the core sequence.

Credit 3 units.

A46 ARCH 471A Continuity and Transformation

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

Credit 3 units.

A46 ARCH 472 Sustainable Development

This seminar is an introduction to the basics of small- to medium-scale development. It will begin with a series of introductory lectures covering the principles and tools of development, such as creating a project performa, basic tax credits, TIFs, and financial structuring of a project; exploring methods of implementing sustainable practices and designs into development-driven projects through marketability, cost-savings, tax credits and other incentives; and investigating the process of real estate development through the use of sustainable ideas and practices in buildings. It will continue with a series of case studies in which the class will examine models of existing developers in terms of these base elements. Finally, students will be asked to develop a project in order to understand the architect-client relationship and how to stimulate recognition of the value and importance of sustainable design in real estate development.

Credit 3 units.

A46 ARCH 475D Landscapes Through Time: The History of St. Louis' Built Environment

From the Mississippian mound builders to the urban conditions of the present day, this course will investigate the different approaches of various cultures to creating built environments that meet the needs of their time in terms of landscapes and structures. Using the City of St. Louis as an example, the course will examine the layout and infrastructure of the city at various periods, discussing the effects of technological changes in the

creation of structures, improvements to transportation, facilitation of trade and the effects of these forces on the cultural and built landscape of the city. Each class session will discuss the structures and landscapes that defined individual eras in the history of the city, and the ways in which these were successful or unsuccessful. This course fulfills the History/Theory elective requirement.

Credit 3 units. Arch: CAST, GACS

A46 ARCH 475E History of the Modern Art Museum

This seminar explores the development of the modern art museum as an architectural type, measured against evolving nature of display objects, curatorial practices, and demands of the viewing public. Since the consolidation of the type in the early 19th century, the art museum has been the primary site where the symbiotic trajectories between artistic and architectural development have played out. Also to be examined is the importation of this program into non-Western countries, which responded with their own canons and classifications of fine art. The course ends with recent case studies where architecture has made new, often aggressive, commentaries on objects it is designed to display. The course is open to graduate students and advanced undergraduate architectural history minors. Fulfills History/Theory elective requirement.

Credit 3 units. Arch: GARW, HT

A46 ARCH 478B Modern Architecture in St. Louis, 1930s-70s

This seminar will examine postwar modern art and architecture in St. Louis within the changing design and social contexts of the postwar era, which included massive spatial and racial transformations. Using artworks, photographs, films, and architectural drawings and models, this course will bring together design and social documentation to understand this remarkable creative and conflicted period in St. Louis's history. Michael Willis, FAIA, will also give several lectures and lead two tours. Students will present selected readings and pursue individual research projects for this course. Prerequisite: A46 4284 or equivalent course taken elsewhere.

Credit 3 units. Arch: GARW, RW Art: CPSC

A46 ARCH 484B Notations on Florentine Architecture

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

Credit 3 units.

A46 ARCH 486A NOMA National Design Competition

This course allows students to work collaboratively to develop a comprehensive body of work (including presentation boards, physical models, and animated digital graphics) in response to the National Organization of Minority Architects' (NOMA) Barbara G. Laurie Annual Student Design Competition. Students work in pairs to develop thorough schematic-level solutions. After the midterm review, the class selects the strongest overall team project and uses that as a basis to develop highly detailed plans, elevations, sections, details, 3D views (animation optional), cultural, sustainable, and accessibility design concepts. Not only does this activity culminate into a final review, but students submit and formally present their design solution at the annual NOMA (<http://www.noma.net/>) Conference. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 3 units. Art: CPSC

A46 ARCH 488 Architecture Service Learning Practicum

The Sam Fox School of Design & Visual Arts, the College of Architecture, and the Graduate School of Architecture & Urban Design are giving a problem-solving studio workshop about architecture, community, and the environment. Fourth-through 10th-grade students from schools in the St. Louis Public School District will do 2D and 3D hands-on problem-solving projects, use the libraries and computer labs on campus, and be introduced to the field of architecture through lectures and discussions about design projects they will undertake. Washington University graduate and undergraduate students in architecture will participate in the important responsibility of being teaching assistants.
Credit 1 unit.

A46 ARCH 490 Architecture Service Learning Practicum

The Sam Fox School of Design and Visual Arts, College of Architecture and Graduate School of Architecture & Landscape Architecture & Urban Design, give a problem-solving studio workshop about architecture, community and the environment. Fourth through 10th grade students from schools in the St. Louis Public School District do 2D and 3D hands-on problem solving projects, use the libraries and computer labs on campus, and are introduced to the field of architecture through lectures and discussions about design projects they undertake. Architecture faculty member Gay Lorberbaum leads the curriculum. Washington University graduate and undergraduate students in architecture participate in the important responsibility of being teaching assistants. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 2 units. Art: CPSC

A46 ARCH 490A Explore & Contribute: Collaboration Between Washington University & Henry Elementary School

Principal Esperansa Veal of Henry Elementary School is creating a remarkable place for her students who live in the neighborhood of the Cochran Gardens Federal Housing Project in downtown St. Louis. Principal Veal is clear in her conviction to provide each of her students with both literal and academic nourishment, and is working unceasingly to make the Henry School a safe and creative oasis for children ages pre-school through grade six. Her goal is to have the Henry Elementary School students explore sustainable ways to live during the 21st century. To this end, we will emphasize ecological sustainability, environmental health, personal responsibility, leadership and a comprehensive, high quality academic program. With an emphasis on the

environmental sciences, energy alternatives and conservation, recycling, organic gardening and the food sciences, and the emerging "green" economy, students will focus on developing the math, science, writing, and hands-on skills that will make them successful leaders to make a difference in improving the environment for humanity. This course invites undergraduate and graduate students from different fields of study to apply their discipline to the goal of designing and teaching hands-on problem-solving projects for students at the Henry Elementary St. Louis Public School, located across the street from Cochran Gardens Housing, at 1220 N. 10th Street. Gay Lorberbaum, with advising from Principal Veal, will work individually with each Washington University student to develop the right fit between the creative contribution each Washington University student wants to offer and the vision Principal Veal has for each age group of students at Henry Elementary School. Students enrolled in this course will work on-site at Henry Elementary School during the scheduled meeting times. The will be an additional meeting on campus for one hour on Wednesdays at a time to be determined later by the enrolled students. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 3 units. Art: CPSC

A46 ARCH 4930 In/Visible St. Louis: People, Place, and Power in the Divided City

This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual -- that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students' classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.

Same as I50 INTER D 4930
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

A46 ARCH 499 Senior Capstone in Architecture

The Senior Capstone in Architecture allows undergraduate students in their final semester of study to pursue individual research projects. All students will participate in shared discussions and presentations, as well as pursue a highly individualized line of research inquiry that potentially starts where a former project left off, supplementing current or previous course work, or investigating a previously unexplored route. The course will culminate in a presentation and defense of a well-articulated and developed research project.

Credit 3 units.

Landscape Architecture

Visit online course listings to view semester offerings for A48 LAND (<https://courses.wustl.edu/CourseInfo.aspx?sch=A&dept=A48&crslvl=1:4>).

A48 LAND 304 Shared Ecologies and Design

This interdisciplinary course will introduce biological, social and cultural ecology concepts to proactively address current stressors that impact and are being impacted by design and the built environment. These effects and affects range from (but are not limited to) climate change science; racial and social justice impacts; sustainability, resiliency and adaptation-design strategies; systems-based and multi-scalar understandings; and interrelational human and non-human environments bound in both acting and being acted upon locally and globally.
Credit 3 units.

A48 LAND 315B Historic Preservation, Memory and Community

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral but rather considers it as a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding.

Credit 3 units. Arch: GAUI, UI

A48 LAND 401 Landscape Architecture Design Studio I

This core studio explores design principles common to architecture and landscape architecture as well as their own specificity. A series of problems focuses on the relation of component to space through conceptual, analytical, formal and perceptual investigations.

Credit 6 units.

A48 LAND 402 Landscape Architecture Design Studio II

In this core studio course, students develop a spatial understanding of landscape architecture through a series of exercises of varying scale and complexity. Building design skills incrementally, students acquire facility with the manipulation of ground plane and the elaboration of vegetation and material strategies at both site and urban scales. The studio fosters an appreciation of landscape architecture as a systemic construct with formal, ecological and social implications.

Credit 6 units.

A48 LAND 421 Landscape Representation I: Hand Drafting, Drawing and Sketching

The beginning course in the representation sequence introduces students to freehand and mechanical representation as a means for developing and communicating design ideas. Students build a basic understanding of orthographic drawing typologies and traditional drawing materials. Emphasis is placed on development of observational skills, building a design vocabulary, basic drawing skills, and the techniques of landscape architecture and architectural representation.
Credit 3 units.

A48 LAND 423D Videography for Designers

This seminar course examines the practice of capturing, producing and analyzing moving images as a method of inquiry for design. We focus on the analytical and communicative qualities of time-based media (recorded sequences, video, slideshows, animation, simulation, remote sensing, etc.) as a human-landscape intermediary that has the ability to alter understanding and evaluation of the environment. We explore techniques from a range of disciplines — art, design, sociology, anthropology, etc. The course meets weekly for brief lectures/presentations to direct our inquiries, discussion of foundational readings and ideas, media workshops, screenings, local field trips, and/or student presentations of work. Throughout the semester, students generate brief, exploratory work that focuses on methods and techniques, and a larger, final project that engages the themes of the course. Open to all graduate and upper-level undergraduate students, a goal of the course is to blur boundaries between art and design, and to capitalize on their various approaches. No experience with video, animation or other software is required — only the desire to explore and incorporate time-based methods into individual processes.
Credit 3 units.

A48 LAND 423E Cinematic Landscapes: The Making Of

Watch movies. Talk about movies. Analyze the making of movies. Make a movie. Climate-themed movies. Post-apocalyptic movies. Meet in technology. Learn to scientifically use drones. Learn to scientifically use LIDAR. Use these tools in your climate-themed movie. Sculpt stories in time, supported by sound. This course will focus on the analysis of landscapes and cities as portrayed by popular cinema. How eidetic portrayals of nature and cities are circulated by popular cinema. Stories through which the values, common referents, public concepts, and memes of a culture materialize through the construction of movies. Interior to the semester there is an interdisciplinary workshop. Four-day fieldwork with Geology Assistant Professor Alex Bradley. Map and produce digital representations at 2-cm resolution of a mountainside scoured by a burst reservoir. This class is divided into three parts: watch, learn, and make. Watch: Each week, students will be asked to watch one movie and one director's commentary, often referred to in the "bonus features" as "the making of." Learn: Students will study the methods and techniques used to create settings, props, and storyboards in the service of a sound vision. Make: Students will synthesize digital and analogue time-based media tools (sound and video) to make a movie thematically based on climate change.
Credit 3 units.

A48 LAND 430C Special Topics: Pyrocene

In the last five years, cataclysmic wildfires have raged globally, burning hotter, faster, larger, and longer in California, Australia, the Amazon, and beyond. A firestorm of images -- frantic smartphone footage, smoldering drone shots, panoramas of orange haze -- has ushered a vision of an apocalyptic "new normal" into public consciousness. In 2015, the scholar Steven Pyne coined the term "Pyrocene" to describe our current "age of fire," defined not only by the accelerated burning of living landscapes but also "lithic" ones, in which the spectacle of the fire crisis can only be understood in relation to deeper climatic and cultural transformations produced by fossil fuel combustion. This interdisciplinary seminar will explore avenues for architectural and cultural practice in the Pyrocene, which some scholars have called the "arts of living on a damaged planet." Approaching wildfire as a phenomenon at the intersection of landscape and urbanization, the course will center design disciplines but also develop robust connections to political ecology, eco-aesthetic art, decolonial anthropology, eco-poetic literature, and ecologically oriented philosophy. Drawing from readings and case studies in various fields, students will experimentally develop projects that traverse diverse critical frameworks for understanding, shaping, inhabiting, and tending contemporary fire landscapes.

Credit 3 units.

A48 LAND 430E Special Topics: Solar Decathlon Landscape Strategy

A solar decathlon house is currently being designed and constructed by Sam Fox architecture students for entry into the 2017 competition to be held in Denver, Colorado. This summer landscape architecture studio will develop the design and construction drawings for the high-performance landscape system that sustains the house. It will provide energy, light, water and food.

Credit 3 units.

A48 LAND 452K The Ambiguity of Scale: Japan's Landscape Tradition

Modernist architects in Japan, particularly those associated with the Metabolist Movement, often used the term "niwa," literally gardens, to describe their urban design projects. The city, land, and sea were both the setting and the object of design interventions. This course will examine the Japanese landscape tradition from antiquity to the 21st century. The approach will be interdisciplinary, using literature, art, religion, economics, and technology to inform us of how earth, water, air, winds, plantings, views, and architecture were seen and imagined in Japan during successive historical periods. We will look at the cyclical reconstruction of Ise Shrine that took place in 2013, canonical Zen gardens from Japan's early modern period, the advent of modernist landscape principles and techniques in the 20th century, as well as the influence of garden aesthetics on the development of architecture and urban design over time. This course is open to qualified undergraduates. It is also offered as a Methods seminar for undergraduates in the Architectural History minor and fulfills the History and Theory requirement for Master of Architecture students. The maximum enrollment for this course will be 12.

Same as A46 ARCH 452k

Credit 3 units.

A48 LAND 453 Advanced Planting Design

This course focuses on both the cultural, environmental, scientific and the technical aspects of planting design. The course is taught in three modular sessions: horticulture and the science of plants; typologies and design such as bosque, grove, glade, allée, meadow, wetlands, hedgerow, etc., and their origins in productive landscapes, application to contemporary landscape architecture; and the practical hands-on experience in the field with both design documentation to installation techniques. The course offers several field trips to experience urban revitalization, various design typologies, sustainable land use, reclamation and restoration.

Credit 3 units.

A48 LAND 480B Mapping the Metropolitan Mississippi

This seminar explores the relationship of city to river through reading, recording and mapping. Students document their research, create proposals and develop simulations and/or prototypes for a site on the St. Louis riverfront. Methods of inquiry combine hand-recording, photography, GIS techniques and DIY devices. The course alternates discussion sessions, field research and lab. Open to all graduate students; undergraduates require the instructor's approval.

Credit 3 units.

A48 LAND 483A Emergence in Landscape Architecture

This course investigates the roles of emergence theory in landscape architectural discourse. For the purposes of the course, emergence is considered as the development of new and/or different conditions as a result of disturbance. Disturbance can take many forms, and the phenomena that are subject to disturbance are many and varied. Landscapes are continually disturbed by social, economic and physical irruptions, but cognitive structures, perceptual frameworks and cultural values are also subject to turbulence that, as with landscape disturbance, often leads to innovation, novelty and resilience. The course explains what emergence theory is, where it comes from, how it relates to environmental design in general, and how it has — or could — change the way we design human and nonhuman inhabitations. Through readings, presentations and discussions, students are able to connect the rise of emergence theory in cultures of contemporary thought to its application in practice. The main theme of the course is the potential for emergence theory to enable us to relate qualitatively different modes of existence (human; nonhuman) to each other and through the connections thus established improve the lifeworlds of all. The structure of the course is based around ten key concepts of emergence, as follows: open systems, situation, initial conditions, assemblage, nature cultures, difference, field theories, disturbance, morphogenesis, formless. Each student investigates one of these concepts and presents their findings to the class.

Credit 3 units. Arch: ECOL

Sam Fox School of Design & Visual Arts

Ralph J. Nagel Dean

Carmon Colangelo (<https://samfoxschool.wustl.edu/people/faculty/90-carmon-colangelo/>)

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

Associate Dean

Nicole Allen (<https://samfoxschool.wustl.edu/people/staff/23-nicole-allen/>)

MA, MBA, University of Wisconsin

Associate Dean of Students

Joseph Fitzpatrick

MEd, Upper Iowa University

Associate Dean for Finance

Bobbe Winters (<https://samfoxschool.wustl.edu/people/staff/133-bobbe-winters/>)

MBA, Washington University

College of Architecture/Graduate School of Architecture & Urban Design

Heather Woofter (<https://samfoxschool.wustl.edu/people/faculty/190-heather-woofter/>)

Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MArch, Harvard University

College of Art/Graduate School of Art

Amy Hauff (<https://samfoxschool.wustl.edu/people/faculty/43-amy-hauff/>)

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

Mildred Lane Kemper Art Museum

Sabine Eckmann (<https://samfoxschool.wustl.edu/people/staff/93-sabine-eckmann/>)

William T. Kemper Director and Chief Curator
PhD, University of Erlangen–Nürnberg

About Us

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

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu/>), the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker spaces (<https://samfoxschool.wustl.edu/places/facilities/>), a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology (<https://arthistory.wustl.edu/>) in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library (<https://library.wustl.edu/locations/artarch/>), and the D.B. Dowd Modern Graphic History Library (<https://library.wustl.edu/collecting-area/mghl/>).

Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 300 undergraduate and 40 graduate students in Art as well as 200 undergraduate and 225 graduate students in Architecture. In all, they represent 18 countries, 43 states, the District of Columbia, and Puerto Rico. Roughly 30% of undergraduates pursue combined studies with another university area.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies are being offered, and a new program of exhibition studies is under development.
- International studios in Barcelona, Berlin, Buenos Aires and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice (<https://samfoxschool.wustl.edu/collaborations/socially-engaged-practice/>).

Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects (<https://www.aia.org/>) alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum (<https://www.kemperartmuseum.wustl.edu/>) maintains a vital program of exhibitions, publications and educational events. Major thematic shows are drawn from institutions and private collections around the world, highlighting nationally and internationally emerging

artists. The acclaimed permanent collection includes key works by modern and contemporary artists, from Henri Matisse, Pablo Picasso and Jackson Pollock to Christian Boltanski, Candida Hofer and Olafur Eliasson.

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

A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895 by Frederick Law Olmsted, the founder of American landscape architecture.

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

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

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

William K. Bixby Hall, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book (<https://samfoxschool.wustl.edu/places/facilities/15-nancy-spiertas-kranzberg-studio-for-the-illustrated-book/>). The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press (<https://islandpress.samfoxschool.wustl.edu/>), a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

Joseph B. Givens Hall has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu/>), completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology (<https://arthistory.wustl.edu/>).

Lecture Series

The Sam Fox School invites distinguished academics and professionals to lecture (<https://samfoxschool.wustl.edu/calendar/series/2-public-lecture-series/>), attend critiques and visit major studios.

Email: samfoxschool@wustl.edu

Website: <http://www.samfoxschool.wustl.edu>

Degree Requirements

Undergraduate Degree Programs

The College of Architecture offers course work leading to two undergraduate degrees: the Bachelor of Science in Architecture and the Bachelor of Arts in Architecture. The requirements for both degrees are the same through the junior year. Students choose which degree program they wish to pursue. Further information about the particular requirements and curricular structures of the undergraduate degree programs is listed below.

Students in the College of Architecture select, in consultation with their advisors, a course of study that satisfies the formal degree requirements, addresses their interests, and best meets their overall goals.

Students begin with a design studio and take required courses in the College of Arts & Sciences in addition to electives across the university.

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

Continuing for Graduate Study Years

Students receiving the Bachelor of Science in Architecture degree can apply to two-year Master of Architecture programs. Students receiving the Bachelor of Arts degree with a major in architecture usually apply to three-year Master of Architecture programs. Please visit the Graduate School of Architecture & Urban Design (<http://bulletin.wustl.edu/grad/architecture/>) section of this *Bulletin* for more information.

College of Architecture Requirements

Students must fulfill the following degree requirements:

Academic Requirements

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

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

2. Math 131 Calculus I (Natural Sciences/Math) with a C- or better
3. Physics 191U Physics I — Sophomores, Juniors, and Seniors Only (Natural Sciences/Math) with a C- or better
4. Humanities (3 units): Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. This area includes courses from literature (both in English and other languages), Classics, History, Philosophy and Religious Studies, as well as some courses in the creative arts such as Dance, Drama, Music and Writing. Courses designated "Arch HUM" fulfill the humanities requirement.
5. Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences as well as courses from other areas, including interdisciplinary studies. Courses designated "Arch SSC" fulfill the social and behavioral sciences requirement.
6. Art History (Art-Arch 113 History of Western Art, Architecture & Design) with a C- or better; may be taken pass/fail
7. Art History (Art-Arch 215 Introduction to Modern Art, Architecture and Design) with a C- or better; may not be taken pass/fail

Major Required Courses: Bachelor of Science in Architecture

Code	Title	Units
ARCH 183	Practices in Architecture, Landscape Architecture and Urban Design	1
ARCH 184	Practices in Architecture, Landscape Architecture and Urban Design	1
ARCH 111B	Introduction to Design Processes I	4.5
ARCH 112B	Introduction to Design Processes II	4.5
ARCH 211C	Introduction to Design Processes III	6
ARCH 212C	Introduction to Design Processes IV	6
ARCH 311	Architectural Design I	6
ARCH 312	Architectural Design II	6
ARCH 411	Architectural Design III	6
ARCH 412	Architectural Design IV	6
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 438	Environmental Systems I	3

ARCH 445	Building Systems	3
ARCH 447A	Structures I	3
ARCH 448A	Structures II	3
	History/theory research and writing elective	3
	Architecture electives at 300 level or above	6
	Electives*	27
Total Units		101

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

Major Required Courses: Bachelor of Arts in Architecture

Code	Title	Units
ARCH 183	Practices in Architecture, Landscape Architecture and Urban Design	1
ARCH 184	Practices in Architecture, Landscape Architecture and Urban Design	1
ARCH 111B	Introduction to Design Processes I	4.5
ARCH 112B	Introduction to Design Processes II	4.5
ARCH 211C	Introduction to Design Processes III	6
ARCH 212C	Introduction to Design Processes IV	6
ARCH 311	Architectural Design I	6
ARCH 312	Architectural Design II	6
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 445	Building Systems	3
ARCH 499	Senior Capstone in Architecture	3
	History/theory research and writing elective	3
	Architecture electives at 300 level or above	6
	Electives*	45
Total Units		101

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

Additional Requirements

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

Each undergraduate student must successfully complete 122 units and at least 30 units in advanced courses (numbered 300, 400 or 500). The 30 units in advanced courses may include the minimum number of advanced units required by the major areas of concentration. Courses required for the major (refer to the College of Architecture Requirements) must be passed with a C- or better.

Each student must spend at least three semesters in full-time residence (at least 12 units per semester) at Washington University. Unless excused by the director of the College of Architecture, the student must earn the last 30 units at Washington University. The director of the College of Architecture may waive the full-time residence requirement for students who are employed full-time and who have completed at least two years of college.

Regulations

A. Students may take one *non-required* course on a pass/fail basis each semester.

B. Students may enroll for credit in only one supervised performance course during any semester. Students may earn a maximum of 9 units toward the degree in supervised performance and/or in group or individual performance courses, internships, and independent studies combined.

Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose to major in architecture and minor in another subject in architecture or to major in architecture and choose a minor or second major in an area from a different undergraduate school.

Academic Honors & Awards

Dean's List: In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.5 or higher during a semester will be cited on the Dean's List.

Latin Honors: Graduating Bachelor of Science or Bachelor of Arts in Architecture degree students may also be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

Special Awards, Medals and Prizes

American Institute of Architects Henry Adams Medal. Each year, the American Institute of Architects (AIA) Henry Adams Medal is awarded to a member of the graduating class in recognition of scholastic achievement, character and promise of professional ability. The graduate student so honored receives an engraved medal.

Association of Licensed Architects Design Award. The Association of Licensed Architects (ALA) presents this award to acknowledge a student, chosen by the director of Architecture, who has exhibited exemplary achievement throughout their academic tenure.

Betty Lou Custer Award. The St. Louis Chapter of the AIA presents a book award in memory of Betty Lou Custer, the longstanding executive director to the chapter, in recognition of her service to the profession of architecture. The book is awarded to an outstanding undergraduate student who has contributed service to the College of Architecture.

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

Degree Project Book Award. Each Degree Project faculty selects one student that is recognized for achievement in the studio.

Excellence in Craft Award. This award is given to a member of the graduating class, either undergraduate or graduate, to recognize outstanding achievement in craft.

Faculty Book Awards. These awards are given for recognized achievement in individual programs as voted on by the faculty.

Frederick Widmann Prize. In honor of Frederick Widmann, architect and philanthropist, one graduating member from both the undergraduate and graduate classes is selected based on merit in design.

Hugh Ferriss Award for Architectural Drawing. This award honors Hugh Ferriss (Washington University in St. Louis class of 1911 and Honorable Master of Architecture in 1928), a distinguished architect and renderer. A book award is given to a graduating student, either undergraduate or graduate, who has excelled in architectural drawing in any medium.

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

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

William Tao Prize. Established by William K.Y. Tao (PE, alumnus, emeritus trustee and affiliate professor at Washington University), the William Tao Prize provides an award to a graduating graduate student who has demonstrated excellence in the understanding and application of building systems in architecture, including illumination, electrical and mechanical engineering, and energy-efficient design.

Scholarship Funds

Scholarships with Applications

St. Louis Chapter American Institute of Architects

Scholarship Fund. This scholarship is awarded to students from the St. Louis metropolitan area who have completed the first two years of their architectural studies. Inquiries should be addressed to the St. Louis Chapter AIA, 911 Washington Ave., #100, St. Louis, MO 63101. Separate application is required.

The James W. Fitzgibbon Scholarship in Architecture. This scholarship is awarded to support four years of study leading to either undergraduate architecture degree. The Fitzgibbon Scholar is selected in recognition of outstanding academic performance and promise in the field of architecture. The scholarship is in the amount of full tuition, and it is renewable for a total of four years of undergraduate study.

Competition is national in scope, with finalists invited each year to visit the College of Architecture at the college's expense. At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, assuming continued academic and design excellence.

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

1. They have a strong high school transcript.
2. Their SAT or ACT scores are in the upper range. (These tests are optional for 2022 and 2023.)

To enter the competition, the applicant must follow the usual admission application procedures by completing a Washington University first-year application and sending a digital portfolio of artwork. Portfolios should be submitted through Slideroom.

Scholars in Architecture

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

Policies

Enrollment Status

Definitions of *full-time study*, *half-time study*, and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

Sam Fox School of Design & Visual Arts Grievance Procedures

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

Grade Dispute Policy

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

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

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

Integrity and Ethical Conduct

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

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies (<https://samfoxschool.wustl.edu/resources-and-opportunities/?filter=46#main>) and are managed

in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement (<https://studentconduct.wustl.edu/academic-integrity/>) for additional information.

Non-Academic Concerns

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

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

Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar (<http://registrar.wustl.edu/university-policy-information/>).

Attendance

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

Prerequisites

Students enrolling in architecture courses without the prerequisites must seek permission from the instructor; registration without this permission does not guarantee enrollment in the course.

Units and Grades

A unit is the amount of credit given for one hour of lecture or up to three hours of studio work per week for one semester.

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well. Symbols used for both options have the following meanings:

Grade	Meaning	Points per Unit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P#	Pass	
F#	Fail	
I	Course work incomplete*	
W	Withdraw	
WLA	Withdraw (medical leave)	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

* This grade signifies that the student has not completed part of the work for a semester (exclusive of examinations) but has satisfactorily completed the rest of the work. A student must remove a grade of I as discussed in "Incomplete Grades" below.

The WLA grade is only for undergraduate students who withdraw from all semester course work with an approved medical leave of absence.

Undergraduate students in architecture must complete all required courses with a grade of C- or better and must have a minimum 2.70 cumulative grade-point average to be eligible for graduation.

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

Auditing a Course

With prior approval from their academic advisor, students may audit an elective course if the instructor allows.

Pass/Fail Option

Students may take one *non-required* course on a pass/fail basis each semester.

Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review or exam to discuss the request.
2. If the instructor consents, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

The instructor is under no obligation to award a grade of I (incomplete). Once approval is granted, incomplete marks in all architectural design courses from the 100 level through the 600 level must be removed by the first day of classes of the following semester. Failure to remove the I (incomplete) grades will prevent the student from continuing in another architectural design course.

In all other courses, the grade of I (incomplete) must be removed no later than the last day of classes of the next full semester. Upon failure to make up an incomplete grade within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director of architecture. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of with grades of I (incomplete) may be declared ineligible to re-enroll.

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

Repeating a Course

When a student retakes a course in which a passing grade has been received, both enrollments will show on the transcript. If the second grade is equivalent to or better than the first grade, the first grade will be administratively changed to R to indicate the re-enrollment. If the second grade is lower, both grades will stand. Credit toward the degree will be allowed for only one enrollment. This policy only applies to courses taken at Washington University.

Independent Study

Opportunities for independent study are available to undergraduate students. Registration in an independent study requires the student to submit a written proposal and obtain the approval of the sponsoring faculty, advisor, and program chair. An independent study proposal sheet approved by a faculty sponsor must be submitted to the director of architecture at the time of registration. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units for juniors and seniors and of 1 unit for first-year students and sophomores can be taken per semester. Independent study cannot replace architectural design studios or other required courses. Most proposals granted receive 1 unit.

Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. These programs are based on a directed curriculum of urban and building analysis and appreciation. For more information, visit the International Programs page (<https://samfoxschool.wustl.edu/academics/international-programs/>) on the Sam Fox School website.

Architecture students are eligible to participate in the university's study abroad programs (<https://overseas.wustl.edu/study-abroad/>).

Summer School

The College of Architecture offers a limited number of courses during the summer.

Minimum and Maximum Loads

First-year and sophomore undergraduates will normally enroll in 15 to 16 units each semester, although enrollment in up to 18.5 units is possible without obtaining the permission of the undergraduate program chair. Juniors and seniors in the architecture degree programs are strongly recommended to enroll in no more than 16.5 units each semester in order to maintain focus on the design studio and major requirements.

Each semester, a changing selection of 1-credit workshops in materials and graphic techniques is offered. Students are encouraged to enroll in these workshops (if prerequisites are met) as a supplement to their general curriculum. No more than one workshop is permitted in any given semester, and no more than three total may be taken throughout a student's program of study without special permission of the director.

An enrollment above 21 units will be charged at the established university rate per hour for the additional credits and must be approved by the director or undergraduate program chair.

Full-time students must be registered for a minimum of 12 units. Partial load enrollment is possible when circumstances warrant it and requires the permission of the director.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 47) for both the annual tuition rate and the per-credit-unit breakdown applicable to the College of Architecture.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of an academic advisor, the associate dean of students, or the director.

Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree.

Transfer Credit

Architecture students must complete the required Calculus I and Physics courses at Washington University with a grade of C- or better unless the student has received Advanced Placement (AP) or International Baccalaureate (IB) credit for these courses. A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA. College courses taken to earn credit for high school graduation will not be considered for transfer. Washington University does not transfer credits for courses taken online. No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

Interdivision Transfer Policy: Transferring Into the College of Architecture

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Art may apply to transfer into the College of Architecture. Transfer requests must be made in WebSTAC by the last of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

Minimum Criteria

The following requirements must be met for an internal transfer into the College of Architecture:

1. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the chair of undergraduate architecture for an interview and academic record review.
2. Present an academic record that supports the conclusion that the student will be able to complete a Bachelor of Science in Architecture or Bachelor of Arts in Architecture degree in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
3. Be in good academic standing.

A portfolio of creative work is not required, but students are invited to bring visual examples of their work when they meet with the associate dean of students in the Sam Fox School (details below).

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Architecture.

To Begin the Transfer Process

1. Log into WebSTAC and select "Change WU School" under the "Academics" tab.
2. Meet with the associate dean of students in the Sam Fox School for an interview and optional portfolio review. Contact information for the associate dean is provided during the transfer request process in WebSTAC.
3. Complete an exit interview or exit survey with the academic division that is being left.

Satisfactory Academic Progress, Good Standing, Probation and Suspension

Students are expected to proceed at a pace that enables them to finish their degree within an appropriate amount of time. For undergraduates, this is usually eight semesters.

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress.

A student whose semester GPA is below 2.0 (a grade of C) or who falls below a pace of $66\frac{2}{3}\%$ (for the number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester GPA is still below 2.0 or the if pace is below $66\frac{2}{3}\%$, the student may be ineligible for normal advancement or may be suspended. Although the College of Architecture desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

Probation serves as a warning that, unless the quality of work improves, the student may be subject to suspension because of academic deficiency. A student suspended for academic deficiency will not be eligible for readmission until they have demonstrated, under the conditions set for each individual case, their ability to do satisfactory work.

A student will be removed from academic probation when their cumulative GPA is above 2.0 and they are meeting the pace of $66\frac{2}{3}\%$ for satisfactory academic progress.

In support of the student, the Sam Fox School Registrar's Office will work with the student to develop a plan for success. To succeed, the student must understand the causes of their current situation, identify what needs to change, and implement and review the plan. The student is required to meet regularly with the associate dean of students to review progress. Failure to make these meetings will result in a hold being placed on the student's record.

First Academic Probation: The first time a student qualifies for probation, they are placed on academic probation. Students placed on first academic probation are sent a letter informing them of this action.

Second Academic Probation: The second time a student qualifies for probation, they are placed on second academic probation. Students placed on second academic probation are sent a letter informing them of this action. A copy of this letter is sent to the parent(s)/legal guardian(s).

Special Academic Probation: A student is placed on special academic probation when their earned semester pace or GPA is below the terms of satisfactory academic progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or probationary status.

Academic Suspension: The third time a student qualifies for probation, they will be suspended. A letter is sent to the student and their parent(s)/legal guardian(s) informing them of this action. The student is not allowed to enroll in any classes at Washington University while suspended, including University College. If the suspended student would like to return to the university in the future, they must petition and be approved for reinstatement. If the student fails to achieve and maintain satisfactory academic progress after reinstatement, they will be dismissed.

The third time a student qualifies for probation, they will be suspended. A letter is sent to the student and their parent(s)/legal guardian(s) informing them of this action. The student is not allowed to enroll in any classes at Washington University while suspended, including classes offered by University College. If the suspended student would like to return to the university in the future, they must apply and be approved for reinstatement. If the student fails to achieve and maintain satisfactory academic progress after reinstatement, they will be dismissed.

A student who wishes to appeal their suspension must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of suspension. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently.

The student must then attend an appeal hearing. The student's academic record, written appeal, and any other factors the student may wish to discuss are considered by a faculty committee. After the appeal hearing, the student is informed of the committee's decision within 48 hours. Actions may include academic probation, a required leave of absence for one or two semesters, suspension, or termination from the program. Should the student wish to appeal, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. If appealing the director's decision, the dean of the Sam Fox School makes the final determination.

If the appeal is successful, the student is placed on Special Academic Probation and allowed to enroll in classes. If the appeal is unsuccessful, the student's programs of study will be closed and their classes dropped for the following semester. Suspended students may apply for re-enrollment at a future time, although there is no guarantee that they will be allowed to return.

No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

Leave of Absence

A student may request a voluntary leave of absence for one or two semesters when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a letter of verification from Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>).

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

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>) to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group-sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

Financial Obligations

Students are responsible for fulfilling their financial obligations to the university. If a student account becomes overdue, a late payment fee will be assessed, and a hold will be placed on the account. Students with a poor payment history may be restricted from utilizing certain payment options or receiving tuition remission until course credit has been earned. Non-payment of tuition and other expenses due to the university will be cause for exclusion from class or refusal of graduation, further registration, or transfer credit. In addition, students are

liable for any costs associated with the collection of their unpaid bills, including but not limited to collection agency costs, court costs, and legal fees. Past due amounts can also be reported to a credit bureau.

Withdrawals and Refunds

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

Withdrawal Date	Refund
Within 1st or 2nd week of classes	100%
Within 3rd or 4th week of classes	80%
Within 5th or 6th week of classes	60%
Within 7th or 8th week of classes	50%
Within 9th or 10th week of classes	40%
After 10th week of classes	0%

Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

Students may drop a summer course without penalty through the 80% tuition refund deadline and withdraw from a course through the 40% tuition refund deadline.

Intent to Graduate

Every candidate for a degree is required to file an Intent to Graduate in WebSTAC in order to participate in commencement. The deadlines for filing are listed in WebSTAC.

Retention of Student Work

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

Administration

Heather Woofter (<https://samfoxschool.wustl.edu/people/faculty/190-heather-woofter/>)

Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MArch, Harvard University

Constance Vale (<https://samfoxschool.wustl.edu/people/faculty/187-constance-vale/>)

Chair, Undergraduate Programs
Assistant Professor
MArch, Yale University

Majors (directory)

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

- Architecture (p. 56)

Minors (directory)

Below is a list of minors offered by the College of Architecture. Visit the Minors section of the College of Architecture (p. 57) in this *Bulletin* to view more information about a specific minor.

- Architectural History and Theory
- Architecture
- Landscape Architecture
- Urban Design

Art

Sam Fox School of Design & Visual Arts

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

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

A Professional Art and Design College Within a University

The College of Art offers students the opportunity to study art or design while taking both required and elective courses through other schools and divisions of the university. The College of Art, which has its own faculty and facilities, has been a degree-conferring division of Washington University since 1879.

Undergraduate students at the College of Art have a wide variety of options from which to choose to meet their individual needs and satisfy their interests. The curriculum has been designed around the philosophy that the study of art has no natural boundaries; all human experience — intellectual, technological and social — can at some point become part of the purposes of an artist or designer. College of Art courses provide a structural base upon which students are able to build.

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

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

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

Facilities

The Sam Fox School is comprised of six buildings (<https://samfoxschool.wustl.edu/places/our-campus/>) located on the east end of the Danforth Campus. Studios, classrooms and maker spaces are located in William K. Bixby Hall, Joseph B. Givens Hall, Mark C. Steinberg Hall, Earl E. and Myrtle E. Walker Hall, and Anabeth and John Weil Hall. In addition, the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu/>) includes more than 10,000 square feet of exhibition space, the Florence Steinberg Weil Sculpture Garden, the Kenneth and Nancy Kranzberg Art & Architecture Library (<https://library.wustl.edu/units/artarch/>), and the Department of Art History & Archaeology in the College of Arts & Sciences (http://arthistory.artsci.wustl.edu/?_ga=2.196967721.427621618.1580917661-454456421.1510527571).

In addition, the D.B. Dowd Modern Graphic History Library (<https://library.wustl.edu/collecting-area/mghl/>) — a division of Washington University Libraries' Special Collections — is a preeminent site for studying the history and culture of American illustration, and it is comprised of original art and printed material from many fields of popular American pictorial graphic culture. The collection focuses on 20th-century illustration, and it includes artists' working materials and sketches as well as original artwork from books, magazines, and advertising.

Phone: 314-935-7497
Email: samfoxschool@wustl.edu
Website: <https://samfoxschool.wustl.edu/academics/college-of-art/>

Faculty

Endowed Professors

Carmon Colangelo (<https://samfoxschool.wustl.edu/people/faculty/90-carmon-colangelo/>)

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

Heather Corcoran (<https://samfoxschool.wustl.edu/people/faculty/34-heather-corcoran/>)

Halsey C. Ives Professor
MFA, Yale University School of Art

Amy Haft (<https://samfoxschool.wustl.edu/people/faculty/43-amy-haft/>)

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

Patricia Olynyk (<https://samfoxschool.wustl.edu/people/faculty/60-patricia-olynyk/>)

Florence and Frank Bush Professor of Art
MFA, California College of the Arts

Professors

Lisa Bulawsky (<https://samfoxschool.wustl.edu/people/faculty/31-lisa-bulawsky/>)

MFA, University of Kansas

D.B. Dowd (<https://samfoxschool.wustl.edu/people/faculty/38-d-b-dowd/>)

MFA, University of Nebraska–Lincoln

John Hendrix (<https://samfoxschool.wustl.edu/people/faculty/44-john-hendrix/>)

MFA, School of Visual Art

Jeff Pike (<https://samfoxschool.wustl.edu/people/faculty/61-jeff-pike/>)

MFA, Syracuse University

Tim Portlock (<https://samfoxschool.wustl.edu/people/faculty/62-tim-portlock/>)

MFA, University of Illinois

Jack Risley (<https://samfoxschool.wustl.edu/people/faculty/64-jack-risley/>)

MFA, Yale University School of Art

Denise D. Ward-Brown (<https://samfoxschool.wustl.edu/people/faculty/72-denise-ward-brown/>)

MFA, Howard University

Monika Weiss (<https://samfoxschool.wustl.edu/people/faculty/74-monika-weiss/>)

MFA, Academy of Fine Arts, Warsaw

Associate Professors

Jamie Adams (<https://samfoxschool.wustl.edu/people/faculty/27-jamie-adams/>)

MFA, Pennsylvania Academy of Fine Arts

Jonathan Hanahan (<https://samfoxschool.wustl.edu/people/faculty/42-jonathan-hanahan/>)

MFA, Rhode Island School of Design

Richard Krueger (<https://samfoxschool.wustl.edu/people/faculty/52-richard-krueger/>)

MFA, University of Notre Dame

Arny Nadler (<https://samfoxschool.wustl.edu/people/faculty/56-arny-nadler/>)

MFA, Cranbrook Academy of Art

Mary Ruppert-Stroescu (<https://samfoxschool.wustl.edu/people/faculty/66-mary-ruppert-stroescu/>)

PhD, University of Missouri-Columbia

Aggie Toppins (<https://samfoxschool.wustl.edu/people/faculty/71-aggie-toppins/>)

MFA, Maryland Institute College of Art

Cheryl Wassenaar (<https://samfoxschool.wustl.edu/people/faculty/73-cheryl-wassenaar/>)

MFA, University of Cincinnati

Assistant Professors

Meghan Kirkwood (<https://samfoxschool.wustl.edu/people/faculty/50-meghan-kirkwood/>)

MFA, Tulane University

PhD, University of Florida

Heidi Kolk (<https://samfoxschool.wustl.edu/people/faculty/51-heidi-aronson-kolk/>)

PhD, Washington University

Shreyas R. Krishnan (<https://samfoxschool.wustl.edu/people/faculty/63-shreyas-r-krishnan/>)

MFA, Maryland Institute College of Art

Penina Acayo Laker (<https://samfoxschool.wustl.edu/people/faculty/26-penina-acayo-laker/>)

MFA, Kent State University

Heather Snyder Quinn

MFA, Vermont College of Fine Arts

Senior Lecturers

Heather Bennett (<https://samfoxschool.wustl.edu/people/faculty/30-heather-bennett/>)

MFA, Hunter College

Jennifer Colten (<https://samfoxschool.wustl.edu/people/faculty/33-jennifer-coltan/>)

MFA, Massachusetts College of Art

John Early (<https://samfoxschool.wustl.edu/people/faculty/40-john-early/>)

MFA, Washington University

Audra Hubbell (<https://samfoxschool.wustl.edu/people/faculty/45-audra-hubbell/>)

MFA, University of Illinois at Chicago

Jennifer Ingram (<https://samfoxschool.wustl.edu/people/faculty/46-jennifer-ingram/>)

MS, Iowa State University-Des Moines

Becca Leffell Koren (<https://samfoxschool.wustl.edu/people/faculty/54-becca-leffell-koren/>)

MFA, Rhode Island School of Design

Jon Navy (<https://samfoxschool.wustl.edu/people/faculty/57-jonathan-navy/>)

MFA, School of the Art Institute of Chicago

Tom Reed (<https://samfoxschool.wustl.edu/people/faculty/25-tom-reed/>)

MFA, University of Iowa

Lindsey Stouffer (<https://samfoxschool.wustl.edu/people/faculty/69-lindsey-stouffer/>)
MFA, Washington University

Claire Thomas-Morgan (<https://samfoxschool.wustl.edu/people/faculty/70-claire-thomas-morgan/>)
MFA, Academy of Art University

Artist in Residence

Vidhya Nagarajan (<https://samfoxschool.wustl.edu/people/faculty/337-vidhya-nagarajan/>)
Louis D. Beaumont Artist in Residence
MFA, School of Visual Arts

Professors Emeriti

Sarah Birdsall

Ken Botnick

Michael Byron

Ron Fondaw

Joan Hall

Ronald A. Leax

Peter Marcus

Hylarie M. McMahon

Franklin Oros

Buzz Spector

Stan Strembicki

Robin VerHage

Majors

Bachelor of Fine Arts

First-year students take Drawing, 2D Design, 3D Design, Digital Studio, and Practices in Architecture + Art + Design I.

Second-year studio courses introduce students to the different areas of focus.

A student's last two years include intense study in their chosen focus area and a capstone experience. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries to guide preparation for a culminating BFA exhibition.

Throughout the studio courses and the final capstone, the BFA degree places an emphasis on developing a portfolio that displays the student's mastery of art and design skills. Graduates are prepared to pursue careers as artists, illustrators and designers.

For specific degree requirements, visit the Degree Requirements (p. 187) page for the College of Art.

Bachelor of Arts

First-year students take Digital Studio and two additional foundation courses that may include Drawing, 2D Design, 3D Design, and so on. Upper-level studio courses and Sam Fox electives introduce students to different areas of focus.

With fewer required courses and no capstone studio, this degree provides an opportunity for students to explore art and design in the context of a rigorous liberal arts education. The BA program is ideal for students who are interested in studying art and design as a cultural phenomena, as a practice for strategic thinking, or as preparation for a career alongside artists and designers. Working within and between traditional disciplines, students will explore how ideas can shape materials and how materiality can shape ideas.

For specific degree requirements, visit the Degree Requirements (p. 187) page for the College of Art.

The Majors in Art & Design

BFA majors are offered in the following areas:

- Art (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>) — with these optional concentrations:
 - Painting (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
 - Photography (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
 - Printmaking (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
 - Sculpture (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
 - Time-Based + Media Art (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
- Communication Design (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/communication-design/>)
- Fashion Design (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/fashion-design/>)

BA majors are offered in the following areas:

- Art (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/studio-art/>)
- Design (<https://samfoxschool.wustl.edu/academics/college-of-art/bfa-ba-in-studio-art-and-design/>) — with these optional concentrations:
 - Fashion
 - Communication

Second Majors in Art & Design

A student pursuing a bachelor's degree in Architecture, Arts & Sciences, Business or Engineering may also pursue a second major (<https://samfoxschool.wustl.edu/academics/college-of-art/second-majors-in-studio-art-and-design/>) in the College of Art. Second majors are offered in art and design. The design program has optional concentrations in fashion and communication. Any student in good academic standing may declare a second major using WebSTAC. Upon completion of the requirements, the student's transcript will show the second major along with their earned degree. Only one diploma is granted; no reference to the second major is noted on the diploma.

Second Major in Art

Required	Units
Art/Design Foundation	
Select two from Drawing, 2D Design or 3D Design	6

Major Area Requirements	
Digital Studio	3
Sophomore Material and Culture Studios	6
Junior Art Practice Studios	6
Methods & Contexts I (must be taken in the fall with concurrent enrollment in at least one Art Practice Studio)	3
Total	18

Architecture, Art or Design electives or menu of approved courses	12
Total Credit Units Required	36

Sophomore Art Material and Culture Studios (choose two):

- Painting Studio: Material and Culture
- Photography Studio: Material and Culture
- Printmaking Studio: Material and Culture
- Sculpture Studio: Material and Culture
- Time-Based Media: Material and Culture

Junior Art Practice Studios (choose two):

- Drawing: Art Practice
- Painting: Art Practice
- Photography: Art Practice
- Printmaking: Art Practice
- Sculpture: Art Practice
- Time-Based Media: Art Practice

Second Major in Design: No Concentration

Required	Units
Art/Design Foundation	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6

Major Area Requirements	
Digital Studio	3
Sophomore Design Material and Culture Studios	6
Junior Design Practice Studios	9
Total	18

Architecture, Art or Design electives or menu of other options	12
Total Credit Units Required	36

Sophomore Design Material and Culture Studios (choose two):

- Introduction to Fashion Design
- Fashion Illustration
- Textile Design
- Typography I
- Word & Image I

Junior Design Practice Studios (choose three):

- Fashion History and Research
- 300-Level Fashion Design Major Elective
- Patternmaking and Production
- Typography II
- Word & Image II

Second Major in Design: Communication Concentration

Required	Units
Art/Design Foundation	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6

Major Area Requirements	
Digital Studio	3
Sophomore Design Material and Culture Studios	6
Junior Design Practice Studios	9
Total	18

Architecture, Art or Design electives or menu of other options	12
Total Credit Units Required	36

Sophomore Design Material and Culture Studios:

- Typography I
- Word & Image I

Junior Design Practice Studios (choose two):

- Interaction Foundations
- Typography II
- Word & Image II

Plus one 300-Level Communication Design Major Elective

Second Major in Design: Fashion Concentration

Required	Units
Art/Design Foundation	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6

Major Area Requirements	
Digital Studio	3
Sophomore Design Material and Culture Studios	6
Junior Design Practice Studios	9
Total	18

Architecture, Art or Design electives or menu of other options	12
Total Credit Units Required	36

Sophomore Design Material and Culture Studios:

- Introduction to Fashion Design
- Fashion Illustration or Textile Design

Junior Design Practice Studios:

- Fashion History and Research
- Patternmaking and Production
- 300-Level Fashion Design Major Elective

Second Majors and Minors Outside the College of Art

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

Students must successfully complete all of the degree requirements for the College of Art and all of the requirements for the second major or minor.

The second major or minor option can be completed within four years if careful planning begins during the first year. If a student is interested in these options, they should consult with the associate dean of students in the College of Art.

Art Education

Students who wish to teach art at the elementary and secondary levels may obtain Missouri state certification by taking additional units of required education courses offered by the university's Department of Education in the College of Arts & Sciences. These courses may be taken as academic electives within the BFA or BA program. For more information, visit the Department of Education's Teacher Certification page (<https://education.wustl.edu/teacher-certification/>).

Minors

A minor requires a total of 15 or 18 units from approved courses with a grade of C- or better. Visit the Sam Fox School website (<https://samfoxschool.wustl.edu/academics/college-of-art/minors/>) for specific requirements.

Minors are offered in the following areas:

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

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

The Minor in Design (15 units) allows students to select courses from across communication design and fashion design on the basis of their interests and goals. For students earning degrees in the College of Art, the minor is available to non-design majors only. Courses designated "Art FADM" fulfill this requirement.

The Minor in Creative Practice for Social Change (<https://samfoxschool.wustl.edu/collaborations/socially-engaged-practice/minor-in-creative-practice-for-social-change/>) (15 units) allows students to apply creative practices from art, design and architecture to address systemic economic, environmental, and social challenges. The course Design in Social Systems (3 units) is required; students must take four additional 3-unit courses from a preselected menu of course work (12 units). At least 12 of the 15 units must be applied exclusively to the minor and cannot be double-counted toward another major or minor. No more than 3 units may be taken outside of the Sam Fox School. Courses designated "Art CPSC" fulfill this requirement.

The Minor in Human-Computer Interaction (<http://www.hci-washu.site/>) (18 units) is a collaboration between the College of Art and the McKelvey School of Engineering (<https://engineering.wustl.edu/>), with a mix of required and optional courses in each school. Students are able to gain a multidisciplinary understanding of the principles and applications of human-computer interaction, and they are introduced to the techniques and processes necessary to create effective user interfaces. Starting with the Class of 2024, students will be permitted to count only one course toward the human-computer interaction minor that is also counting for another major or minor.

Courses

- **F10 Art (p. 109):** Art foundation and major studio courses
- **F20 Art (p. 137):** Art elective courses

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

F10 Art

Visit online course listings to view semester offerings for F10 ART (<https://courses.wustl.edu/CourseInfo.aspx?sch=F&dept=F10&crslvl=1:4>).

F10 ART 101A Drawing

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

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

F10 ART 102A Drawing

This is an introductory course that teaches the student to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Students will explore drawing as a diverse and multifaceted activity. Working from both observation and imagination, emphasis will be placed on making work through a range of drawing methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects.

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

F10 ART 105 2D Design

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

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

F10 ART 106 2D Design

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

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

F10 ART 107 3D Design

An introduction to basic design principles and their application to three-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity and movement. Students learn to use hand and power tools.

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

F10 ART 108 3D Design

An introduction to basic design principles and their application to three-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity and movement. Students learn to use hand and power tools.

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

F10 ART 136A Design Across Disciplines

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies that may incorporate many designed elements. This requires a more cross-disciplinary approach, across both academic disciplines at large as well as disciplines of design. This course introduces students to core skills of strategic design through individual and group projects, readings, discussion and journaling. Students explore systems thinking, strategic framing, iteration and collaboration. We will discuss how designed things affect and are affected by the social systems around them.

Credit 3 units. Art: FADM EN: H

F10 ART 143 Digital Studio

This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers the broader social impact. Students pursuing the BFA, BA in Art or Design, or second major in Art or Design must complete Digital Studio (F10 143 in the fall or F10 144 in the spring).

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

F10 ART 144 Digital Studio

This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two-dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers their broader social impact. Students pursuing the BFA, BA in Art or Design, or second major in Art or Design must complete Digital Studio--F10 143 in the fall or F10 144 in the spring.

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

F10 ART 183A Practices in Architecture + Art + Design

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

Credit 1 unit.

F10 ART 183B Practices in Art + Design

This course offers students an introduction to the programs, people, and resources of the College of Art and the Sam Fox School. Weekly presentations by faculty and staff, current and past students, and practitioners in the field will introduce students to some of the many possible paths of study in art and design and deepen students' knowledge of the Sam Fox School's major creative and intellectual pursuits and their areas of influence and intersection. The course also includes practical resources to help students flourish in their studies.

Credit 1 unit. EN: H

F10 ART 213A Sculpture Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in sculpture and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces students to the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production ranging from additive, assembled, molded, modeled, to subtractive or carved. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring).

Credit 3 units. Art: FAAM EN: H

F10 ART 214A Sculpture Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in sculpture and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces students to the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production ranging from additive, assembled, molded, modeled, to subtractive or carved. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work

through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring).

Credit 3 units. Art: FAAM EN: H

F10 ART 215A Printmaking Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art Printmaking Concentration. It is open to students pursuing a BA in Art or a Second Major in Art and to others as space permits. The course introduces printmaking as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Relief, intaglio, digital, and planographic processes are introduced alongside theoretical frameworks that help guide students through directed and self-determined projects. The resulting work will generate critical evaluations of form, content, and intention. In addition to studio production, this course includes lectures, readings, and discussions. Prerequisite: Drawing or 2D Design.

Credit 3 units. Art: FAAM EN: H

F10 ART 216A Printmaking Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in printmaking and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces printmaking as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Relief, intaglio, digital, and planographic processes are introduced alongside theoretical frameworks that help guide students through directed and self-determined projects. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Students pursuing the printmaking concentration must complete either F10 215A (fall) or 216A (spring).

Credit 3 units. Art: FAAM EN: H

F10 ART 217B Photography Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in photography and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces photography as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students gain full manual control of the digital camera apparatus, learn how to import and edit raw images, and print according to fine art professional standards. The resulting work will foster critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Student must provide a fully manual digital camera capable of capturing RAW images. Students pursuing the photography concentration must complete either F10 217B (fall) or 218B (spring).

Credit 3 units. Art: FAAM EN: H

F10 ART 218B Photography Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in photography and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces photography as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students gain full manual control of the digital camera apparatus, learn how to import and

edit raw images, and print according to fine art professional standards. The resulting work will foster critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Student must provide a fully manual digital camera capable of capturing RAW images. Students pursuing the photography concentration must complete either F10 217B (fall) or 218B (spring).
Credit 3 units. Art: FAAM EN: H

F10 ART 221A Painting Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art Painting Concentration. It is open to students pursuing a BA in Art or a Second Major in Art and to others as space permits. The course introduces painting as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students employ a variety of oil- and water-based media in this concept-driven approach to new and established methodologies. The resulting work will generate critical evaluations of form, content, and intention. In addition to studio production, this course includes lectures, readings, and discussions. Prerequisite: Drawing or 2D Design.
Credit 3 units. Art: FAAM EN: H

F10 ART 222A Painting Studio: Material and Culture

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in painting and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces painting as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students employ a variety of oil and water-based media in this concept-driven approach to new and established methodologies. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Students pursuing the painting concentration must complete either F10 221A (fall) or 222A (spring).
Credit 3 units. Art: FAAM EN: H

F10 ART 229A Time-Based Media Arts Studio: Material and Culture

Introduction to Time & Media Arts is a Time-Based + Media Art area Material & Culture course designed to prepare students to take Art Practice courses in the area. Introduction to Time + Media Arts supports the production of time-based and media artworks and provides an overview of the last 50 years of the history of contemporary art practices that are time-based and use a variety of analog and digital tools, including video art, sound art, performance art and media art. Students in this course create several projects in video, sound, performance and other media of their choice. Technical and conceptual instruction accompanies this production-intensive studio course. Visiting artists, lectures by the instructor, class critiques, interdisciplinary collaborations, and select short readings accompany the course. Prerequisite: F10 143 or F10 144.
Credit 3 units. Art: FAAM

F10 ART 231 Introduction to Fashion Design: Materials, Volume & the Body

A structured discourse on fashion designers of the 20th and 21st centuries for study of the body as site and inspiration for apparel design. Class discussions and projects will engage concept, materials and process. Through exploration of shapes, forms and their role in the development of three-dimensional ideas, the student learns the fundamentals of fashion design. Required for

students pursuing the BFA major in fashion design, BA major in design: fashion concentration, and second-major in design: fashion concentration. This course is open to non-majors and minors as space permits.

Credit 3 units. Art: FADM EN: H

F10 ART 234 Fashion Illustration: Visualizing Apparel

A foundation experience in basic strategies for communication garment design ideas and information. Recognition and practice of conventions for presenting the figure in design will be the focus of the course. Additionally, simple garment silhouettes and textile types will be explored for illustration practice. Digital media as it is used in style presentation and technical communication of design will be introduced and implemented through a variety of exercises. Final presentation will be a design presentation that is supported by spectrum of material covered in course. Laptop computer with Adobe Illustrator and Photoshop required. Required in the sophomore year for students pursuing the BFA major in fashion design. The course is a major option for students pursuing the BA major in design, the BA major in design: fashion concentration, the second-major in design, and the second-major in design: fashion concentration.
Credit 3 units. Art: FADM EN: H

F10 ART 236 Textile Design

A survey of all types of materials used as 21st-century textiles, Textile Design introduces the student to the ways that textiles function as a basic building material. Students will study, test, and manipulate textiles to gain understanding of appropriate and viable choices for end use. Class activities include field trips, application of a variety of textile techniques for surface design, manipulation and finishing of various fabrics. Students may draw upon design problems from their specific area of study to realize a final project. Required in the sophomore year for students pursuing the BFA major in fashion design. The course is a major option for students pursuing the BA major in design, the BA major in design: fashion concentration, the second-major in design, and the second-major in design: fashion concentration.
Credit 3 units. Art: FADM EN: H

F10 ART 237C Typography I

This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. Students pursuing the BFA Major in Communication Design should plan to take this course in the spring in combination with Word & Image I. The fall offering is for students pursuing the BA Major in Design: Communication Concentration or the Second Major in Design: Communication Concentration. This course is an option for the Second Major in Design: No Concentration. Prerequisite: Digital Studio.
Credit 3 units. Art: FADM

F10 ART 238B Word and Image I

This course centers on the creation of word-image relationships. It focuses on intensive visual methodology and clear communication. Students make illustrations, explore typography, and bring visual elements together into a unified whole. Projects take the form of posters, image sets, books, icons, maps, labels, infographics, etc. As the course progresses, students work to narrow their focus within the field of visual communications by selecting particular projects from a suite of offerings. Required in the sophomore year for students pursuing the BFA major

in communication design. This course is required for students pursuing the BA major in design: communication concentration or the second-major in design: communication concentration. This course is a major option for the second-major in design. Credit 3 units. Art: FADM EN: H

F10 ART 238C Typography I

This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. Required in the sophomore year for students pursuing the BFA major in communication design. This course is required for students pursuing the BA major in design: communication concentration or the second-major in design: communication concentration. This course is a major option for the second-major in design. Credit 3 units. Art: FADM EN: H

F10 ART 241 Digital Studio

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and artmaking. Students pursuing the BFA, BA in Art or Design, or second-major in art or design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243). Credit 3 units. Art: FAAM, FADM EN: H

F10 ART 242 Digital Studio

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and art-making. Students pursuing the BFA, BA in Art or Design, or 2nd-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243). Credit 3 units. Art: FAAM, FADM EN: H

F10 ART 243 Digital Design

Students are introduced to digital tools in the context of applied design thinking for graphic design, surface design, and image-making. Students pursue projects using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. This course engages software learning in the service of design thinking. Students pursuing the BFA, BA in Art or Design, or 2nd-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243). Credit 3 units. Art: FAAM, FADM EN: H

F10 ART 283 Typography and Letterform: The Design of Language

This course presents an investigation of the formal qualities of familiar objects: in this case, letters. This is an introductory course in design methodologies using letterforms as our area of exploration. Students explore the design strategies required to make individual forms into a family of types through exercises in tracing, drawing, letterpress printing, and collage. Particular emphasis will be devoted to the concept of modularity, including an assignment to design and print a modular typeface. This course may be counted as a sophomore BFA in Communication Design major elective, and it is open to non-majors and minors as space permits. Credit 3 units. Art: FADM EN: H

F10 ART 292A Visualizing Literature: Texture/Structure

This course challenges students to function as reader-designers to develop new relationships between the written word and the seen word. Drawing on literary works, students learn visual methods to amplify the power of words, express personal perspectives, and visualize narrative structures in fiction and nonfiction. Three distinct projects present tools to generate visual and typographic material, including digital composition software and letterpress. Students may work on laptop computers or tablets, as needed. This course is ideal for students pursuing work in any field to learn about the visual display of language. No prerequisites or previous experience required. Credit 3 units.

F10 ART 295 Pictures for Communication

Students investigate the realm of functional pictures through pictograms, comic strips, visual metaphors and narratives. Each project focuses on a particular aspect of conceptual and formal clarity. Significant attention is paid to aesthetics. Students use a variety of media, including the Adobe suite. This course may be counted as a sophomore BFA in Communication Design major elective, and it is open to non-majors and minors as space permits. Credit 3 units. Art: FADM EN: H

F10 ART 297A Image and Meaning

This course explores the use of digital imagery in contemporary design practice through a range of analog and digital experimentation. Using a variety of methods from basic printmaking to emerging technologies, students will complete a series of image-making investigations. The study of both hand and computer-based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. No prerequisites. This course may be counted as a sophomore BFA in Communication Design major elective. This course is open to non-majors and minors as space permits. Credit 3 units. Art: FADM

F10 ART 297B Image Making for Graphic Design

This course explores the use of photographic imagery in contemporary design practice through a range of analog and digital experimentation. Using a variety of methods, students will complete a series of image making investigations. The study of both hand and computer based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. This course also explores the use of digital imaging applications. Topics such as image correction and manipulation, resolution and color and production practices will be covered. Students will become familiar with the tools and creative capabilities of the software. This class will utilize lecture, demonstration, discussion, and hands-on learning assignments. No prerequisites. This course may be counted as a sophomore BFA in Communication Design major elective. This course is open to non-majors and minors as space permits. Credit 3 units. Art: FADM

F10 ART 301A Drawing: Art Practice (Conceptual Methods in Drawing)

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Credit 3 units. Art: FAAM EN: H

F10 ART 302B Drawing: Art Practice (Conceptual Methods in Drawing)

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Credit 3 units. Art: CDES, FAAM

F10 ART 302D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice.

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

F10 ART 311D Painting: Art Practice (Narrative Systems: The Frame, The Grid, The Screen)

This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work.

Credit 3 units. Art: FAAM EN: H

F10 ART 311F Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and nonobjective image-making that originate in the painting studio, including those that are driven by concept, material, space, and/or process. Readings and discussions will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Credit 3 units. Art: CDES, FAAM

F10 ART 311G Painting: Art Practice (Place and Space)

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units. Art: CDES, FAAM

F10 ART 311J Painting: Art Practice (Figure Structure)

This rigorous painting/drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involves anatomy lectures and extensive sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Students develop an independent body of work accessing visual data from a variety of sources (paintings, photography, sculpture, memory, model sessions), with the goal of developing expressive qualities with image-making. Lectures, presentations, critical readings, and the analysis of historical and contemporary figurative works support students in their investigations. Required for the BFA in Art painting concentration. Prerequisite: Painting Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.

Credit 3 units.

F10 ART 311K Painting: Art Practice (Expanded Painting)

This advanced studio course examines the expanded practice of painting in the contemporary studio. Students are required to produce a self-generated body of work, exploring painting via the incorporation of such things as new technologies, other visual disciplines, site-specificity, etc. Readings and discussion related to the course will examine the history and evolution of the painting practice and its present status and application within contemporary art production. Prerequisite: Painting Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Credit 3 units.

F10 ART 312E Painting: Art Practice (Place and Space)

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units. Art: FAAM EN: H

F10 ART 312F Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Credit 3 units. Art: FAAM

F10 ART 312G Painting: Art Practice (Body Image)

This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.). Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations.

Credit 3 units. Art: CDES, FAAM

F10 ART 312H Painting: Art Practice (Place and Space)

This course examines ideas of place and space -- both observed and invented -- established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units. Art: CDES, FAAM

F10 ART 313 Art Practice: Sculpture (Iterative Systems)

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.

Credit 3 units.

F10 ART 3137 Art Practice

Credit 3 units.

F10 ART 313M Sculpture: Art Practice (Sculptural Bodies)

This course investigates the sociopolitical issues of the body, the figure, and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored,

with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations, and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body.

Credit 3 units. Art: CDES, FAAM

F10 ART 313P Sculpture: Art Practice (Iterative Systems)

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with the permission of the instructor.

Credit 3 units.

F10 ART 314J Sculpture: Art Practice (Material as Metaphor)

All materials carry meaning. This course familiarizes students with the histories and fabrication processes intrinsic to sculpture. The course uses demonstrations and hands-on experiences -- primarily but not exclusively with metal and woodworking processes -- to show how such materials inform a studio practice. Lectures and techniques contextualize an understanding of preformed and found materials as formal and conceptual components that result in a final work of art. In a critical environment, students formulate their own material language and defend their art practice and creative decisions.

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

F10 ART 314K Sculpture: Art Practice (Symbiosis)

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience.

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

F10 ART 314N Sculpture: Art Practice (Itinerant Artworks)

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St. Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.

Credit 3 units.

F10 ART 315B Printmaking: Art Practice (Propaganda to Decoration)

This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings, and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media, including lithography, screen printing, stencils, and photocopy. This course is required for the BFA in Art Printmaking Concentration. Prerequisite: Printmaking Studio: Material and Culture. This course is open to BFA and BA students who have taken the prerequisite and to other students, including minors and MFA students, with the consent of the instructor.

Credit 3 units. Art: FAAM EN: H

F10 ART 315H Printmaking: Art Practice (Feedback Loop: Process and Print)

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again.

Credit 3 units. Art: CDES, FAAM

F10 ART 316F Printmaking: Art Practice (The Printed Image)

This course explores the printed image as storyteller, educator, political tool, and narrative. Historical precedents and contemporary examples of political prints, graphic novels, posters, and narrative suites are examined as possible models for self-directed projects. Readings and discussions include strategies for drawing and appropriating imagery. Students will have the opportunity to produce a thematically unified body of work while gaining technical expertise in woodcut, etching and lithography.

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

F10 ART 316G Printmaking: Art Practice (Extra-Dimensional Printmaking)

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored, with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope.

Credit 3 units. Art: CDES, FAAM

F10 ART 316H Printmaking: Art Practice (Feedback Loop: Process and Print)

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prereq: Required for a concentration in printmaking. Prereq: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor.

Credit 3 units. Art: CDES, FAAM

F10 ART 317H Photography: Art Practice (Methods of Distribution)

One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th- and 21st-century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts.

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

F10 ART 317L Photography: Art Practice (Constellations, Sequences, Series)

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.

Credit 3 units. Art: CDES, FAAM

F10 ART 317O Photography: Art Practice (Studio Location and Lighting)

Same as F10 417O. Juniors (only) register for F10 317O. This studio course introduces techniques and strategies for using artificial light sources to interpret subject matter, build narratives, and develop creative environments. Studio sessions will cover the use of continuous lighting systems, strobes, and hot shoe flashes. Course lectures will address principles

of light, expanded applications of studio lighting, and editing strategies. Class projects will challenge students to apply lighting techniques in studio and on-location settings. Field trips will provide opportunities to work in a variety of built and natural environments and in conjunction with partner organizations. Credit 3 units. Art: CDES

F10 ART 317R Art Practice: Photography (Black-and-White Master Printing)

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. In addition to technical demonstrations, course lectures will look at the role master printers have played in the history of photography. Visits to the Mildred Lane Kemper Art Museum and The St. Louis Art Museum print rooms will compliment lectures and activities. All students will develop a portfolio of personally-driven work in black and white. Required for the BFA in Art Photography Concentration. Prereq: Photography Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor. Credit 3 units.

F10 ART 317T Photo: Art Practice (Picturing Place)

Working with photography and taking inspiration from geography, environmental studies, urban design, and cultural anthropology, this studio course explores how relationships to place are constructed. It considers how a "sense of place" has been understood over time and across cultures and how photography can help shape new narratives of belonging. The course builds knowledge through readings, discussion, guided assignments, and personal projects. Prerequisites: Digital Photography, Photography Studio: Material & Culture, or permission of instructor. Credit 3 units.

F10 ART 318J Photography: Art Practice (Slow Image: Large Format Photography)

This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use. Credit 3 units. Art: CDES, FAAM EN: H

F10 ART 318K Photography: Art Practice (Documentary Photography & Social Practice)

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open.

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

F10 ART 318P Photography: Art Practice (Art, Environment, Culture & Image)

The medium of photography offers multiple ways to engage with critical social, political and environmental issues. Throughout this course, a wide range of photographic tools and modes of production will be explored, including digital and film-based materials and a variety of printing techniques. The course will also consider the integration of alternative methods of lens-based communication and working to construct images within relevant contexts of meaning. Through presentations and readings, students will be introduced to a range of contemporary artists working with essential topics such as climate change, ecological sustainability, energy production and extraction, and the human body and technology. Students will work to build a final and self-directed project identified through their ongoing research and image production. Required for the BFA in Art photography concentration. Prerequisite: Photography Studio: Material and Culture.

Credit 3 units. Art: CDES, FAAM

F10 ART 318Q Photography: Art Practice (A Sense of Place or Understanding Place Through Photography)

This course explores the concept of "place" and the cultural implications that accompany the definitions of "place." Working with photography and taking inspiration from the fields of geography, environmental studies, urban design and cultural anthropology, this course considers how a relationship to place is constructed. We will also consider displacements throughout history and value systems embedded in the construction of a sense of place. Is one's relationship to place personal? Is it collective, is it cultural, is it rooted in the surrounding environment? What are the marks that define a sense of place, and is there residue or lingering evidence that can be perceived? The medium of photography has unique capacities to address these questions. This studio course builds knowledge through photographic practice with accompanying readings, seminar discussion and guided assignments. Students will participate in an active process of exploring diverse concepts of place in relationship to the built environment. Students will be introduced to a range of ways of making and thinking about the subject of place, including looking at place as site, as geography, as memory, as non-place, as urban space, as rural space, as community, and as ecological site. No formal photographic training is necessary. Students will be introduced to the basics of camera operation, Photoshop and Lightroom software for editing and the fundamentals of digital print output for fine art printing will be covered.

Credit 3 units. Art: CDES, FAAM

F10 ART 318R Photography: Art Practice (Documentary Photography in the 21st Century)

This praxis-based course explores the evolution of documentary practice in photography from the 1930s until the present-day. Lectures, readings, and film screenings will introduce students to the history, problems, and promises of documentary photography, as conceived by photographers, critics, and art historians. Studio and critique sessions will assist students in developing a personal documentary project and attaining new visual strategies for engaging a photographic form that originates from the entanglements of life. Course will also discuss documentary photo books, and strategies for editing a documentary series for book production. Students will have the option of producing a photobook.

Credit 3 units. Art: CDES, FAAM

F10 ART 323D Sustainable Textile and Fashion Design

Typically textile design and garment production occur in a collaborative setting and often across a global span of locales. In this course students learn essential information about sustainable textiles and fashion, engage in research, and collaborate to design and promote sustainable products or services. Required for junior fashion majors, open to sophomore-senior nonmajors.

Credit 3 units. Art: FADM

F10 ART 323F Fashion Design: Collaboration Studio

This is a university collaboration course that involves Fashion Design, Occupational Therapy, Mechanical Engineering and Business working together to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle and occupation as well as environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design.

Credit 3 units. Art: CDES, FADM

F10 ART 323H Fibers in Art (Florence)

This course is designed to guide the students through a range of approaches to textile and fiber-based practices. The course embraces technological and antiquated techniques both within and beyond the field of art and engages artisan-inspired practices as content that fosters the questioning of socially assigned gender roles, craft and art distinctions and the exploration of functionality. Basic weaving, knitting, braiding and sewing are explored against the backdrop of fiber's history as art. Prerequisite: none.

Credit 3 units.

F10 ART 323I Patternmaking (Florence)

In this patternmaking course, students will start with basic patterns, including darts and princess line variations, and learn how to manipulate them in relation to the fundamental rules of patternmaking. Patternmaking allows the designer to manipulate already existing patterns efficiently and create new configurations with custom measurements. There will be two basic projects during the semester: the skirt, with variations such as A-shape, gathered, with yoke, and the bodice, working with darts and princess line variations, and in the last half of the

course students will learn about collars, sleeves and pants. By understanding pattern construction students will be able to gain a wider understanding of the possibilities and limits of a fashion designer.

Credit 3 units.

F10 ART 323J Special Topics in Fashion Design: Fiber Manipulation

Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibori, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. This class is part of the BFA in Fashion, and is open to non-BFA students across the university. No prerequisites. Counts toward design minor.

Credit 3 units. Art: CDES, FADM

F10 ART 323K Knitwear Design and Production

This course will address the topic of knitwear design and production. Students will learn knitting fundamentals by hand, manual machine, and computer-driven machine. Building on technical and design knowledge gained throughout the course, students will design and realize three-dimensional objects. These objects could be fashion apparel or art. Some production will be done by the student, and some will be done in collaboration with a local knitwear company.

Credit 3 units.

F10 ART 323N Fiber Manipulation

This course explores fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibori, wax resist, digital design, needle applications, heat applications, and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. This course is part of the BFA in Fashion, and it is also open to non-BFA students across the university. No prerequisites. Counts toward the design minor.

Credit 3 units. Art: CDES, FADM

F10 ART 324A Patternmaking and Production

An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. Open to sophomore through graduate-level students across the university. Required for sophomore and junior majors in fashion.

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

F10 ART 324E Fashion History and Research

This seminar studies the cultural and social influences to comprehend how these impact the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Course work will focus on using research as an avenue to original and effective design concepts. Required for

students pursuing the BFA major in Fashion Design or the BA major in Design: Fashion Concentration, or the second-major in Design: Fashion Concentration. The course is a major option for students pursuing the BA major in Design.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 324J Two-Dimensional Fashion Design-Foundation

Review and practice of applicable material from Visualizing Apparel course for presenting the figure in garment design. Students will explore a variety of media for expressive fashion communication and learn to combine page elements with compelling design strategies. Research and study of landmark and innovative illustrators will be conducted as well as application of their ideas in practice. Additionally, the course will cover incorporation of technical drawings, text, and textile swatches with illustration style to convey design vision for fashion presentation. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Pattermaking and Production. Required for juniors in the BFA Major in Fashion Design. Required Equipment: Mac Computer, CS5 or newer, Wacom Tablet and pen.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 324K Three-Dimensional Fashion Design-Foundation

Study of fundamental apparel design issues. Students will begin with basic draping methods and explore evolution and craft, decoration, and adornment for apparel. Research for class exercises will be based upon the most elementary forms of historical and contemporary dress. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Pattermaking and Production. Required for juniors in the BFA Major in Fashion Design.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 324L Digital Fashion and Textile Design

This course involves the review and practice of material from Visualizing Apparel. It is an in-depth exploration of vector-based illustration for garment and textile schematics. The course will also cover the establishment of strategies for designing apparel, wovens, knits, prints and patterns using universal and industry software. Required for juniors in the BFA Major in Fashion Design. Required equipment: Mac Computer, CS5 or newer, and Wacom Tablet and pen.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 326D Special Topics: Relational, Conditional, and Process-Oriented Design

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks, which exploit and challenge traditional user expectations. Projects, experiments and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior

communication design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 326H Special Topics: Interaction Design: Layout Systems

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks, and templating systems. Refine HTML and CSS skills, and learn best practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that are portfolio-ready. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 328D Illustrating for Licensed Products

In this studio course, students will research, concept and create images that are appropriate for application to products in the licensing field. Students will work toward developing icons/motifs, a mainstay in licensing, through deepening their skill sets in shape based illustration, design elements of composition and hierarchy and thoughtfully considered color. Class content will include the development of collections and images, patterns, and exploration of the visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be drawn from the gift and home decor markets, fabric design and stationery products. This course is appropriate for juniors and seniors in the communication design major.
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 328E Illustration Concepts & Media

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image-making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image II. This course is open to juniors and seniors in the communication design major.
Credit 3 units.

F10 ART 328F Storytelling Across Multiple Media

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide

various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. Prerequisites: Word + Image II or Type II.

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

F10 ART 328G Branding & Identity

Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design and implement a brand, challenging them to realize the full breadth of a brand's reach. Prerequisites: Word + Image II or Type II.

Credit 3 units. Art: CDES, FADM

F10 ART 329C Time-Based Media: Art Practice (Mediated Performance)

This course explores the body as a time-based medium and a vehicle of expression that interacts with cinematic and sound technologies, undergoing gradual semantic, virtual and visceral transformations. Students create performance-based video and sound works that are mediated with electronic/digital technology and performed or screened in public. Collaborative, individual political and poetic actions and happenings are encouraged. Students focus on the production of conceptually rigorous and technically convincing work that embodies their performative, experimental and individually designed ideas. Projects are informed by readings in media theory, writing assignments, and active participation in critiques of works by contemporary media artists.

Credit 3 units. Art: FAAM EN: H

F10 ART 329D Multimedia Design: Time / Sound / Space

This course is a studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Credit 3 units. Art: FADM

F10 ART 329G Time-Based Media: Art Practice (Sound Environments)

Sound Environments explores sound and musical composition in digital format, functioning as a sculptural, spatial, psychological and architectural intervention. The course offers an introduction to current sound art practices and examines how sound projects are capable of altering our sense of space and time. Sonic Space necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of sound recording and editing software and hardware with a goal of composing sound

works for space and for headphones. Readings pertaining to current developments in contemporary experimental music and sound art as well as regular writing assignments accompany the course.

Credit 3 units. Art: CDES, FAAM

F10 ART 329L Time-Based Media: Art Practice (Expanded Cinema)

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers that arise from hybrid media interests. The course encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual, and creative skills for taking an individually conceived project from idea to fruition.

Credit 3 units. Art: CDES, FAAM, FADM

F10 ART 330D Multimedia Design: Time/Sound/Space

A studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into a time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Credit 3 units. Art: CDES, FADM

F10 ART 330I Time-Based Media: Art Practice (New Media in Art)

Exploring the intersection of art and technology, the course focuses on the phenomenon of time as an artistic medium and as the subject of work. Through the production of time-based works in a virtual realm, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities that artists and artist collectives face in the 21st century. Students gain exposure to selected software as it pertains to their individually designed projects. Readings, writing assignments and an active participation in critiques of works by contemporary new media artists will be part of this seminar.

Credit 3 units. Art: CDES, FAAM

F10 ART 330L Time-Based Media: Art Practice (Expanded Cinema)

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition.

Credit 3 units. Art: CDES EN: H

F10 ART 330M Time-Based Media: Art Practice (Animation for Buildings)

In this art production course, students will create projection-mapped animations that will transform three-dimensional structures such as building exteriors and installation spaces. Through lectures, readings and discussion students will also be introduced to fundamental considerations that inform projection mapping-based creative work such as site-specificity and the impact of advertising on the perception of public space. This course will also explore technical skills for using popular 2D animation and projection mapping software.

Credit 3 units. Art: CDES, FAAM

F10 ART 332A Interaction Design: User-Centered Applications

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bi-directionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as "canvas." We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the communication design major.

Credit 3 units. Art: CDES, FADM

F10 ART 332E Panel By Panel: Narrative Comics

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

Credit 3 units. Art: CDES, FADM

F10 ART 332F Design as a Catalyst for Change

With a whirlwind of social and cultural transitions emerging across the world, design is being used to address and disrupt, and prevent social challenges that arise — including topics like natural disasters and global water crises to political corruption, increased social injustices, gender inequality, and racial inequity. Designers can serve numerous roles in driving impactful engagement of these issues; their skills are often required to expand beyond artifact-based studio practices to instill greater benefit to their end users, communities, and society at-large. In this course, students will learn and practice skills of community-based social impact design. The focus of this course will emphasize "the work behind the work," as students learn how matters of empathy, equity, privilege, relationship building, and justice integrate into the communications design process when working with(in) communities. As students identify and select

a social cause on which to focus, they will develop a series of print and digital works that communicate their chosen issue, pitch proposed design interventions, and visualize collaborative implementation processes. Learning modules will feature weekly readings, direct engagement with social design practitioners, design charrettes, and on-site learning, allowing students to gain greater depth and perspectives for harnessing design as a catalyst for change.

Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 332G Design & Research

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

Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 332H Alternative Displays

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

Credit 3 units. Art: CDES, FADM

F10 ART 332I Interaction: Non-Linear Narrative

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

Credit 3 units. Art: CDES, FADM

F10 ART 332J UX Research Methods for Design

User experience research can make or break a design. It is an essential way to better understand whether and how a given design meets intended needs and outcomes. This studio course explores the foundations of user research appropriate for digital and analog products. Through projects, discussions,

and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys, contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes. Prerequisite: Interaction Foundations, CS 131, or permission of instructor.

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

F10 ART 334A Advanced Drawing: Affective Stills and the Moving Image

This is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research, students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: F10 101A or F10 102A.

Credit 3 units.

F10 ART 336A Visual Journalism and Reportage Drawing

This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The "special artists" who reported on the American Civil War, the urban observers of the Ashcan School and the "New Journalism" illustrators of the 1950s, 60s and 70s brought vision and force to their work as reporters. Today, the reportage tradition is being re-energized in online outlets and periodicals. Students will produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course will provide plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the communication design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.)

Credit 3 units. Art: CDES, FADM

F10 ART 336B Advanced Interaction Design

This course emphasizes immersive and multisensory user experiences in complex structural applications for a range of devices and contexts. Students will creatively apply advanced concepts in html, css, and javascript in the development of delightful and adaptable user experiences. Through studio projects, critiques, readings, discussions, and lectures, students will build on foundational knowledge in creative coding. They will explore new tools, languages, and processes as well as enhanced forms of user research, usability testing, and experience architecture. Prerequisites: Interaction Foundations, CS 131, or by permission from the instructor

Credit 3 units. Art: CDES, FADM

F10 ART 336M Special Topics in Communication Design: Illustration for Creative Practice

This course is about transforming creative impulse into a controlled professional practice. In the first half of the course, students will investigate current illustration trends and their applications in the marketplace. We will apply these findings to assignments while considering experimentation, relevance and form. The second half of the course will consist of iterative drawing assignments. Students will focus on cohesion within large bodies of work as well as the ability to bring images to finish with varying time constraints.

Credit 3 units. EN: H

F10 ART 336N Environmental Design

This course offers an introduction to the process and problem-solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and its impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

Credit 3 units. Art: CDES, FADM

F10 ART 336P Conditional Design

New technology changes the way we receive, consume, and interact with information. Making work that can adapt to its context, environment, and user's preferences is a vital skill for artists and designers. This studio course explores the design and development of adaptive design systems to generate customizable and variable outputs. Through projects, readings, presentations, and discussions, students explore the use of procedural process, logic, and variable input to generate forms and experiences in both physical and digital space. Projects will cover traditional and digital mediums ranging from generative books and posters to interactive websites and performative experiences. Prerequisite: Communication Design: Interaction Foundations or Introduction to Computer Science.

Credit 3 units. Art: CDES, FADM

F10 ART 336Q Illustration as Practice

This major studio elective focuses on the professional practice of conceptual illustration while enabling students to cultivate individual voice. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects in this course cover a range of image making in the professional illustration world today, including editorial, portraiture, lettering, and lifestyle, as well as art direction. Students continue to develop their portfolio in the context of these projects and to learn about best practices in communication, pricing, and workflow. Students will be assessed on their projects in a final critique. Prerequisites: Word & Image II and Typography II.

Credit 3 units. Art: CDES, FADM

F10 ART 336R Typeface Design

Typeface design deals with language, culture, technology, visual perception, and systems design. Students will explore these areas in addition to the basics of typeface design. They will define clear purposes and outcomes for their work including research, designing letterforms and spacing, and creating functional fonts with professional software. The course

introduces concepts, technologies, and current issues in the field. We will focus on text and display typefaces for the Latin script; however, we will introduce a range of historical models and explore the cultural impacts typefaces can have. Software used is Mac only, lab computers will be available if student does not have access to a Mac laptop. Prerequisites: Digital Studio and Type 1

Credit 3 units. Art: CDES, FADM

F10 ART 337E Communication Design: Word & Image II

This course continues Word & Image I (F10 238B), presenting design and illustration projects simultaneously. It focuses on methodologies for a range of problems. It emphasizes the development of content, illustration, typography, sequential narrative and information design. Students are expected to become self-directed about their synthesis of word and image and to select an area of emphasis within design and illustration for deeper study.

Credit 3 units. Art: FADM EN: H

F10 ART 337F Communication Design: Typography II

This course builds on the typographic principles introduced in Typography I (F10 238C). Students generate typographic systems and expressions relevant to professional practice.

Credit 3 units. Art: FADM EN: H

F10 ART 337I Communication Design: Interaction Foundations

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as "canvas." Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. This course is required for junior BFA in Communication Design majors, and it is open to students outside of the Communication Design major as space permits.

Credit 3 units. Art: FADM EN: H

F10 ART 337M Communication Design: Visual Voice

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

Credit 3 units.

F10 ART 337Q Motion Graphics for Designers

This course offers a route to learning theories, techniques and principles of motion graphics that builds on the fundamentals of graphic design. Areas of focus will include careful deployment and control of image, color, text, tone, pacing and editing. Students will capture, generate and manipulate audiovisual material. Various tools and methodologies for making time-

based media will be introduced, such as animation, creative coding, filmmaking and sound editing. Experimentation is encouraged. Prerequisites: Word and Image 1 or Typography 1, or by permission of the instructor.

Credit 3 units.

F10 ART 338H Communication Design: Interaction Design II

The class will explore designing usable, useful, and desirable relationships and interactions between people and the digital products and services they use. Students are introduced to human-centered research methods in the context of designing screen-based experiences. Small ethnographic field projects build to inform the basis for idea generation and prototyping concepts. Students then synthesize insights to design a digital solution. The class has a series of smaller exercises that build to two larger design projects with an overarching theme of public health or sustainability. Graphic design and typographic fundamentals will be addressed throughout in the context of interaction. Class time will be mixture of lectures, in class exercises, and studio based work. Students will need a laptop with Adobe Illustrator, InDesign and Photoshop and moderate experience with these programs.

Credit 3 units. EN: H

F10 ART 338I Communication Design: Interaction Foundations

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as "canvas." Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges.

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

F10 ART 338J Communication Design: Illustration Projects

In Illustration Projects, students will confront three substantial projects of complex visual research and problem-solving, and communicate their results through beautifully made images. Each project will begin with provided story data, ranging from business-oriented to literary to mechanical, then move through rigorous stages of editing, storytelling, style development, execution and refinement. Early projects will emphasize traditional techniques of image-making; later projects will involve more digital manipulation. Students will need a laptop with Adobe Creative Suite installed as well as traditional art-making supplies along the way.

Credit 3 units. EN: H

F10 ART 338L Communication Design: Experimental Typography

In this studio course, students will learn to challenge typography's role as a tool for communication through alternative methods in mark-making and redefining what or how it is communicated. The course will introduce material exploration, emerging software/technology, and sensory/spatial considerations while challenging the purpose of type. It will be organized into multiple units, each with a different opportunity for the student to explore new methods. Students will apply their own areas of disciplinary expertise to the final project. Students will need a laptop and may need to acquire inexpensive or free

software. This course is appropriate for juniors through graduate students with or without visual training who are interested in typography, communication, visual expression, and computer programming.

Credit 3 units. EN: H

F10 ART 338Q Type in Action: Multimedia Typography

Typography is a medium that can carry meaningful and complex communicative weight, and it affords designers with endless opportunities to engage others and to invite interpretation. In this form-making course rooted in typography, students will seek to manipulate and enact letterforms to create projects that communicate narrative in new and inventive ways -- breaking rules, scaling things up, using a range of materials, and making things move. Projects will span a range of formats, with the course serving as a catalyst for investigation of the myriad ways that letterforms, typography, and language can function as a provocative, interaction, platform, installation, image, and more. An openness to materiality, play, and experimentation is essential. Prerequisites: Digital Design, Typography I+II, or permission of instructor.

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

F10 ART 338V The Narrative Image: Form/Structure/Function

All human cultures tell stories, and these narratives fulfill multiple roles in establishing meaning for a society. This course will examine the ways that a visual narrative can be approached. How can an image-based story be structured? What roles can point of view play? What are stylistic tropes for narratives? How can ideas be implied? In what ways can we refresh and retell well-known narratives? Students may elect to work in multiple media and in single or sequential narratives. A self-directed final project will be required.

Credit 3 units. Art: CDES, FADM

F10 ART 338W Illustration for Games

How must a drawing be constructed, both formally and narratively, to function inside of a game? This course, which is intended for image-makers, will concentrate on the assets and aesthetics of game design. Students will engage the subjects of character development, 8-bit graphics, user interface, simple animations, and background design. Beginning with foundational questions of how and why we play games, students will create their own images, which will be built upon exploratory research into existing games and frameworks. Prerequisites: Word & Image 1 & 2, Digital Studio.

Credit 3 units. Art: CDES, FADM

F10 ART 338X Semiotics Studio: Designing Signs and Symbols

This course is about shaping meaning. Students learn the fundamentals of semiotic theory and its application to design practice. Students create signs and symbols for public spaces as well as experimental readings and social interventions. Through exercises, projects, and class discussions, students explore the world of meaning-making, including categories of signs, the possibilities of interpretation, and how signs work to normalize cultural practices and perceptions of truth. Prerequisite: Communication Design: Word & Image II or permission of instructor.

Credit 3 units. Art: CDES, FADM

F10 ART 338Y Programming Design

In what unconscious ways do your design tools influence your work? Would your work look different if you made all of the tools used to create it? What will design look like when machine learning automates many design tasks? How will you adapt when your software changes? What does design look like when you are building systems to create outcomes? How do you design for different contexts at the same time from the same content? What would computer-aided design iteration look like? These are all questions that students may confront in their careers as designers. This course will explore these questions through in-class demos, solo and group projects, readings, and talks from practitioners in the field. The class will teach students the Python programming language, which will be used in the free DrawBot application for MacOS and with the PageBot code library to create design applications and tools. Students will learn how to think systematically about design, how to work in teams, rapid iteration using the computer, sketching, the design of software applications, how to translate digital experiences to analog (and vice versa), and how to learn from failure. The course assumes no prior experience with programming and no knowledge of Python. Open to junior and senior students, with preference given to communication design majors and minors. This course is experimental and team-driven. Students must be fundamentally curious and willing community participants who are capable of self-learning and tolerant of failure. Prerequisites: Word & Image 1, Typography 1, and Digital Studio.

Credit 3 units. Art: CDES, FADM

F10 ART 338Z Global Topics in Visual Communication

In this course, students will explore visual communication in diverse historical and contemporary contexts. Students will work with internationally based faculty in short modules in which lectures and prompts will highlight the unique qualities of cities and cultures around the world. Students will reflect on the specificity of place in ongoing sketchbook prompts. For each module, students will make a short publication that synthesizes the content of that module with their own developing studio interests. Prerequisite: Word & Image II or Type II.

Credit 3 units. Art: CDES, FAAM, FADM

F10 ART 371C Printing Propaganda: The Letterpress Poster

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

Credit 3 units. Art: CDES, FADM

F10 ART 372B Content to Cover: the Design of Books

This studio course considers the design and poetics of books in their totality. Projects provide the opportunity for rigorous engagement with book pacing and sequence, page composition, typographic detail, images, and construction. Assignments invite students to interrogate the book form and explore its materiality and object quality. Coursework will deepen skills in typography

and image making by exploring layered production methods in the book studio using the letterpress and other tools. The class will address print production and binding options in industry and bookbinding techniques and include visits to two campus library special collections. Relevant readings will guide students in building a critical design vocabulary. Prerequisites: Word and Image 1 or Typography 1, or by permission of the instructor. Credit 3 units. EN: H

F10 ART 372C Printing Propaganda: The Letterpress Poster

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

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

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

F10 ART 3822 Art Practices: Present/Past/Past/Present (Florence)

The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to 21st-century ideas and issues. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations. This course may be applicable toward an area discipline art concentration with approval and final portfolio review by faculty in the discipline of concentration. Credit 3 units. EN: H

F10 ART 3825 Art Studio (Florence)

Art Practice and Methods & Contexts are linked pedagogically and conceptually in the Sam Fox curriculum. In Florence, the two courses will be merged into a broader 6-credit art studio course. The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past,

while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to 21st-century ideas and issues. Students will also integrate and synthesize knowledge resulting from "Art Practice." Supported by lectures, discussions and critiques, the course will foster a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, emphasizing experimentation with various methods of production and distribution. Students will be challenged to contextualize their own artistic interests within the contemporary art field by promoting critical analysis skills necessary for initiating, interpreting and evaluating artistic production. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations. Credit 6 units.

F10 ART 3829 Advanced Studio Practices (Florence, Italy)

In this advanced studio art course, students focus on learning what it means to be a contemporary artist. All art media may be used throughout the semester, though students may choose to concentrate on one medium if that is their chosen pathway. Professors introduce prompts to students as a means to encourage them to think conceptually about their work. Practitioners will ultimately be required to push their artwork to a high degree of resolution by assessing and contextually clarifying how their work addresses the contemporary artistic landscape. Studio work is augmented by readings meant to provide further investigative material in relation to cultural production. At the end of the semester, students are expected to have an understanding of what it means to be a working studio artist and to take this knowledge with them into the real world. Credit 3 units.

F10 ART 3830 Strategies: Working on Site (Florence)

Sketchbook in hand, how does one respond to the overwhelming complexity of a specific environment? There are multiple correct answers to this question. Many possible answers will be explored through specific exercises and open-ended assignments. Much of the studio's class time will be spent on location, exploring interior and exterior environments, and the transitional spaces between them. A specific sketchbook, purchased in Florence, will be required. Students will be able to work in a wide variety of media, including photography and digital. Credit 3 units. Art: CDES

F10 ART 3832 Communication Design: Mapping the Unfamiliar (Florence)

This studio course with lectures will focus on creating both informational and narrative-driven explorations of place through the form of the map. The first half of the semester will introduce the map as an instrument for way finding and data visualization. Students will learn to negotiate various levels of information in two-dimensional design while crafting clear and compelling stories involving location, points-of-interest, and time. Students

will also begin documenting their own experience navigating Italy as a means of incorporating personal perspective into more psychogeographic-based mapping studies that traverse the idea of familiarity. The second half of the semester will further develop students' potential to interpret their surroundings through the exploration of nonlinear storytelling and pictorial representation of cartographic data-points.

Credit 3 units.

F10 ART 3834 Making Meaning (Florence)

As students transition into a new culture and environment, there lies an opportunity to acutely examine shifts in behavior, emotion, expectation and perspective — both within themselves as well as amongst their classmates. This shared (yet diverse) experience makes for a great opportunity to flex their empathy muscles. To better understand this, each student will be "the designer" as well as "the audience," investigating ways to help each other live in a new culture.

Credit 3 units. Art: CDES

F10 ART 3836 Methods: Verbal to Visual (Florence)

Do different types of text and their meanings require different approaches for image making? Maybe. A variety of different texts will be assigned, each accompanied by a different image-making methodology. There will also be a variety of applications for the resulting images. Students will be able to explore a wide range of media and image making. The goal is to assist students in understanding and developing their own approaches to this complex process.

Credit 3 units. Art: CDES EN: H

F10 ART 3838 Experimental Typography (Florence)

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

Credit 3 units. Art: CDES EN: H

F10 ART 3840 Branding & Identity (Florence)

Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach.

Credit 3 units. Art: CDES EN: H

F10 ART 3842 Patternmaking and Production

An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

F10 ART 3844 Fashion History & Research

The study of cultural and social influences to comprehend how these influence the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Course work will focus on using research as an avenue to original and effective design concepts. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

F10 ART 3845 Sustainable Fashion and Ethical Clothing

This course focuses on the study and understanding of sustainable clothing and its influence in today's fashion industry and modern life. Ethical fashion refers to the use of fabrics derived from eco-friendly resources, and the study of how these fabrics are made. Being "green" in fashion today means reducing the amount of clothing discarded to landfills, and decreasing the environmental impact of agro-chemicals in producing conventional fiber. Special emphasis will be placed on the vintage phenomenon and on recycling as fundamental parts of this complex subject. The course will analyze the impact of the reduction of raw materials and virgin resources, as it relates to fitting in the context of a more powerful globalized fashion industry as these two worlds often collide. The course will also look at how sustainability in the clothing industry can provide a new market for additional job opportunities. This course will be taught in Florence, open to fashion majors.

Credit 3 units.

F10 ART 391 Methods and Contexts I

This course integrates and synthesizes knowledge resulting from Art Practice and related courses. Supported by lectures, class discussions, and student critiques, this course fosters a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, with an emphasis on experimentation with various methods of production and distribution. The goal of this course is to help students contextualize their own artistic interests within the contemporary art field by promoting the critical analysis skills necessary for initiating, interpreting, and evaluating artistic production. This course is required for juniors pursuing a BFA, BA, or Second Major in Art. Corequisite: Concurrent enrollment in at least one Art Practice course.

Credit 3 units. EN: H

F10 ART 392 Methods and Contexts II

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts.

Credit 3 units. EN: H

F10 ART 402B Drawing: Art Practice (Conceptual Methods in Drawing)

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Same as F10 ART 302B

Credit 3 units. Art: CDES, FAAM

F10 ART 402D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice.

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

F10 ART 411D Painting: Art Practice (Special Topics: Narrative Systems: The Frame, The Grid, The Screen)

This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc... Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work.

Credit 3 units.

F10 ART 411F Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and nonobjective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussions will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Same as F10 ART 311F

Credit 3 units. Art: CDES, FAAM

F10 ART 411G Painting: Art Practice (Place and Space)

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials,

along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting.

Credit 3 units.

F10 ART 411J Painting: Art Practice (Figure Structure)

This rigorous painting/drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involves anatomy lectures and extensive sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Students develop an independent body of work accessing visual data from a variety of sources (paintings, photography, sculpture, memory, model sessions), with the goal of developing expressive qualities with image-making. Lectures, presentations, critical readings, and the analysis of historical and contemporary figurative works support students in their investigations. Required for the BFA in Art painting concentration. Prerequisite: Painting Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.

Same as F10 ART 311J

Credit 3 units.

F10 ART 411K Painting: Art Practice (Expanded Painting)

This advanced studio course examines the expanded practice of painting in the contemporary studio. Students are required to produce a self-generated body of work, exploring painting via the incorporation of such things as new technologies, other visual disciplines, site-specificity, etc. Readings and discussion related to the course will examine the history and evolution of the painting practice and its present status and application within contemporary art production. Prerequisite: Painting Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Same as F10 ART 311K

Credit 3 units.

F10 ART 412E Painting: Art Practice (Place and Space)

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units.

F10 ART 412F Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and non-objective image making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Credit 3 units. Art: FAAM

F10 ART 412G Painting: Art Practice (Body Image)

This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.) Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations.

Credit 3 units.

F10 ART 412H Painting: Art Practice (Place and Space)

This course examines ideas of place and space -- both observed and invented -- established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Same as F10 ART 312H

Credit 3 units. Art: CDES, FAAM

F10 ART 413M Sculpture: Art Practice (Sculptural Bodies)

This course investigates the sociopolitical issues of the body, the figure, and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored, with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations, and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body.

Same as F10 ART 313M

Credit 3 units. Art: CDES, FAAM

F10 ART 413P Sculpture: Art Practice (Iterative Systems)

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with the permission of the instructor.

Same as F10 ART 313P

Credit 3 units.

F10 ART 414J Sculpture: Art Practice (Material as Metaphor)

All materials carry meaning. This course familiarizes students with the histories and fabrication processes intrinsic to sculpture. The course uses demonstrations and hands-on experiences -- primarily but not exclusively with metal and woodworking processes -- to show how such materials inform a studio practice. Lectures and techniques contextualize an

understanding of preformed and found materials as formal and conceptual components that result in a final work of art. In a critical environment, students formulate their own material language and defend their art practice and creative decisions.

Same as F10 ART 314J

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

F10 ART 414K Sculpture: Art Practice (Symbiosis)

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience.

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

F10 ART 414N Sculpture: Art Practice (Itinerant Artworks)

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St. Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.

Same as F10 ART 314N

Credit 3 units.

F10 ART 415B Printmaking: Art Practice (Propaganda to Decoration)

This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings, and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media, including lithography, screen printing, stencils, and photocopy. This course is required for the BFA in Art Printmaking Concentration. Prerequisite: Printmaking Studio: Material and Culture. This course is open to BFA and BA students who have taken the prerequisite and to other students, including minors and MFA students, with the consent of the instructor.

Same as F10 ART 315B

Credit 3 units. Art: FAAM EN: H

F10 ART 415H Printmaking: Art Practice (Feedback Loop: Process and Print)

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again.
Credit 3 units.

F10 ART 416G Printmaking: Art Practice (Extra-Dimensional Printmaking)

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored, with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope.
Same as F10 ART 316G
Credit 3 units. Art: CDES, FAAM

F10 ART 416H Printmaking: Art Practice (Feedback Loop: Process and Print)

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prereq: Required for a concentration in printmaking. Prereq: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor.
Same as F10 ART 316H
Credit 3 units. Art: CDES, FAAM

F10 ART 417H Photography: Art Practice (Methods of Distribution)

One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th- and 21st-century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student

project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts.

Credit 3 units.

F10 ART 417L Photography: Art Practice (Constellations, Sequences, Series)

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.
Credit 3 units.

F10 ART 417O Photography: Art Practice (Studio Location and Lighting)

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

F10 ART 417R Art Practice: Photography (Black-and-White Master Printing)

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. In addition to technical demonstrations, course lectures will look at the role master printers have played in the history of photography. Visits to the Mildred Lane Kemper Art Museum and The St. Louis Art Museum print rooms will compliment lectures and activities. All students will develop a portfolio of personally-driven work in black and white. Required for the BFA in Art Photography Concentration. Prereq: Photography Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.
Same as F10 ART 317R
Credit 3 units.

F10 ART 417T Photo: Art Practice (Picturing Place)

Working with photography and taking inspiration from geography, environmental studies, urban design, and cultural anthropology, this studio course explores how relationships to place are constructed. It considers how a "sense of place" has been understood over time and across cultures and how photography can help shape new narratives of belonging. The course builds knowledge through readings, discussion, guided assignments, and personal projects. Prerequisites: Digital Photography, Photography Studio: Material & Culture, or permission of instructor. Same as F10 ART 317T
Credit 3 units.

F10 ART 418J Photography: Art Practice (Slow Image: Large Format Photography)

This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use.
Credit 3 units.

F10 ART 418K Photography: Art Practice (Documentary Photography & Social Practice)

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open.
Credit 3 units. Art: CDES, CPSC, FAAM EN: H

F10 ART 418P Photography: Art Practice (Art, Environment, Culture & Image)

The medium of photography offers multiple ways to engage with critical social, political and environmental issues. Throughout this course, a wide range of photographic tools and modes of production will be explored, including digital and film-based materials and a variety of printing techniques. The course will also consider the integration of alternative methods of lens-based communication and working to construct images within relevant contexts of meaning. Through presentations and readings, students will be introduced to a range of contemporary artists working with essential topics such as climate change, ecological sustainability, energy production and extraction, and the human body and technology. Students will work to build a

final and self-directed project identified through their ongoing research and image production. Required for the BFA in Art photography concentration. Prerequisite: Photography Studio: Material and Culture.
Same as F10 ART 318P
Credit 3 units. Art: CDES, FAAM

F10 ART 418Q Photography: Art Practice (A Sense of Place or Understanding Place Through Photography)

This course explores the concept of "place" and the cultural implications that accompany the definitions of "place." Working with photography and taking inspiration from the fields of geography, environmental studies, urban design and cultural anthropology, this course considers how a relationship to place is constructed. We will also consider displacements throughout history and value systems embedded in the construction of a sense of place. Is one's relationship to place personal? Is it collective, is it cultural, is it rooted in the surrounding environment? What are the marks that define a sense of place, and is there residue or lingering evidence that can be perceived? The medium of photography has unique capacities to address these questions. This studio course builds knowledge through photographic practice with accompanying readings, seminar discussion and guided assignments. Students will participate in an active process of exploring diverse concepts of place in relationship to the built environment. Students will be introduced to a range of ways of making and thinking about the subject of place, including looking at place as site, as geography, as memory, as non-place, as urban space, as rural space, as community, and as ecological site. No formal photographic training is necessary. Students will be introduced to the basics of camera operation, Photoshop and Lightroom software for editing and the fundamentals of digital print output for fine art printing will be covered.
Same as F10 ART 318Q
Credit 3 units. Art: CDES, FAAM

F10 ART 418R Photography: Art Practice (Documentary Photography in the 21st Century)

This praxis-based course explores the evolution of documentary practice in photography from the 1930s until the present-day. Lectures, readings, and film screenings will introduce students to the history, problems, and promises of documentary photography, as conceived by photographers, critics, and art historians. Studio and critique sessions will assist students in developing a personal documentary project and attaining new visual strategies for engaging a photographic form that originates from the entanglements of life. Course will also discuss documentary photo books, and strategies for editing a documentary series for book production. Students will have the option of producing a photobook.
Same as F10 ART 318R
Credit 3 units. Art: CDES, FAAM

F10 ART 423A Capstone 1: Fashion Design (Pre-Collection Studio)

Same as ART 123A, ART 223A, ART 323A. Seniors only register of ART 423A. Introductory study of textiles, beginning with study of the basic fibers used in textile production, through weaving, knitting, dyeing, printing and finishing. Class format includes lectures, field trips, garment study and a variety of creative projects that replicate current textile production techniques such as weaving, silkscreen, dyeing and printing.
Credit 3 units.

F10 ART 423B Apparel Strategy

The study and analysis of the apparel collection and its functional components in an effort to merchandise ideas for groups, seasonal deliveries, and lines. Thoughtful synthesis of the spectrum of knowledge and skills acquired through prior fashion design course work. Development of design and marketing strategies for specific customer profiles and specialty markets. Open to senior fashion design majors only. Credit 3 units.

F10 ART 423D Digital Lab

This lab, offered concurrent with preliminary study for creation of both 3D and 2D culminating work by senior majors. Resolution of technical drawing, and digital illustration problems addressed. Additionally patternmaking and digital skills enhanced as appropriate. Only seniors in Fashion Design may enroll. Credit 1.5 units.

F10 ART 423E Patternmaking Lab

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

F10 ART 423G Advanced Patternmaking

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

F10 ART 424A Capstone Studio 2 (Collection Studio)

In conjunction with Fashion Studio B, students create the culminating work of their study in fashion through realization of signature collection and portfolio documentation of collection. This studio will be undertaken with tutorials and guidance on tailoring, dressmaking, presentation and documentation. Enrollment required of and limited to senior fashion design majors. Credit 3 units. EN: H

F10 ART 424B Professional Practices: Portfolio Development

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

F10 ART 424E Patternmaking Lab

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

F10 ART 424M Digital Lab

This lab, offered concurrent with preliminary study for creation of both 3D and 2D culminating work by senior majors. Resolution of traditional drawing and digital illustration problems addressed. Additionally, patternmaking and digital skills enhanced as appropriate. Only seniors in the fashion major may enroll. Credit 1.5 units. Art: FADM

F10 ART 426D Special Topics: Relational, Conditional, and Process-Oriented Design

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks, which exploit and challenge traditional user expectations. Projects, experiments and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Same as F10 ART 326D. Credit 3 units. Art: CDES, FADM EN: H

F10 ART 426H Special Topics: Interaction Design: Layout Systems

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks and templating systems. Refine HTML and CSS skills, and learn best practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that are portfolio-ready. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Same as F10 ART 326H. Credit 3 units. Art: CDES, FADM EN: H

F10 ART 428D Illustrating for Licensed Products

In this studio course, students will research, concept and create images that are appropriate for application to products in the licensing field. Students will work toward developing icons/motifs, a mainstay in licensing, through deepening their skill sets in shape based illustration, design elements of composition and

hierarchy and thoughtfully considered color. Class content will include the development of collections and images, patterns, and exploration of the visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be drawn from the gift and home decor markets, fabric design and stationery products. This course is appropriate for juniors and seniors in the communication design major.

Same as F10 ART 328D

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

F10 ART 428E Illustration Concepts & Media

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image II. This course is open to juniors and seniors in the communication design major.

Same as F10 ART 328E

Credit 3 units.

F10 ART 428F Storytelling Across Multiple Media

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. Prerequisites: Word + Image II or Type II.

Same as F10 ART 328F

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

F10 ART 428G Branding & Identity

Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach. Prerequisites: Word + Image II or Type II.

Same as F10 ART 328G

Credit 3 units. Art: CDES, FADM

F10 ART 429D Multimedia Design: Time / Sound / Space

This course is a studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture,

generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Same as F10 ART 329D

Credit 3 units. Art: FADM

F10 ART 429G Time-Based Media: Art Practice (Sound Environments)

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

Same as F10 ART 329G

Credit 3 units. Art: CDES, FAAM

F10 ART 429L Time Based Media: Art Practice (Expanded Cinema)

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers that arise from hybrid media interests. The course encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual, and creative skills for taking an individually conceived project from idea to fruition.

Same as F10 ART 329L

Credit 3 units. Art: CDES, FAAM, FADM

F10 ART 430D Multimedia Design: Time/Sound/Space

A studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into a time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Same as F10 ART 330D

Credit 3 units. Art: CDES, FADM

F10 ART 430I Time-Based Media: Art Practice (New Media in Art)

Exploring the intersection of art and technology, the course focuses on the phenomenon of time as an artistic medium and as the subject of work. Through the production of time-based works in a virtual realm, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities that artists and artist collectives face in the 21st century. Students gain exposure to selected software

as it pertains to their individually designed projects. Readings, writing assignments and an active participation in critiques of works by contemporary new media artists will be part of this seminar. Prerequisite: Digital Design or Digital Studio. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor. Credit 3 units. Art: FAAM

F10 ART 430L Time Based Media: Art Practice (Expanded Cinema)

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition.

Same as F10 ART 330L

Credit 3 units. Art: CDES EN: H

F10 ART 430M Time-Based Media: Art Practice (Animation for Buildings)

In this art production course, students will create projection-mapped animations that will transform three-dimensional structures such as building exteriors and installation spaces. Through lectures, readings and discussion students will also be introduced to fundamental considerations that inform projection mapping-based creative work such as site-specificity and the impact of advertising on the perception of public space. This course will also explore technical skills for using popular 2D animation and projection mapping software.

Same as F10 ART 330M

Credit 3 units. Art: CDES, FAAM

F10 ART 432A Interaction Design: User-Centered Applications

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as "canvas." We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the communication design major.

Same as F10 ART 332A

Credit 3 units. Art: CDES, FADM

F10 ART 432B Advertising Processes

This studio course explores the strategic and conceptual processes that lead to execution of innovative advertising campaigns across mass and alternative media. A concise historical overview of advertising and its role in American society and culture creates a context for three applied assignments in key product, service and public service categories. Emphasis is placed on the processes of strategic development and

documentation followed by an exploration of a range of solutions to marketing and branding problems and opportunities. Students develop skills in persuasive messaging that include art and creative direction, copywriting, creative team building, and visual and oral presentation of concepts. The course culminates with the execution of selected concepts in printed, electronic and/or audio forms.

Credit 3 units.

F10 ART 432E Panel By Panel: Narrative Comics

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

Same as F10 ART 332E

Credit 3 units. Art: CDES, FADM

F10 ART 432F Design as a Catalyst for Change

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

Same as F10 ART 332F

Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 432G Design & Research

"Design research" can have many meanings: learning about user needs in order to improve the design of our tools and services; designing things that enable us to learn about people and our relationship with the world around us; or even researching the process and meaning of design as a practice. This course will combine studio- and seminar-style learning to broadly explore three modes of design research: exploratory, learning about people's needs in order to frame a design brief; evaluative, using sketches and prototypes to learn about and improve an idea; and speculative, creating artifacts from fictional societies in order to question our basic structures and systems. Each component will involve readings, lectures, case studies, written

reflections and exercises to be applied to an ongoing team project, enabling students to think critically about each practice while experimenting with its methods. Throughout, students will present their findings, translating research into design briefs and calls for action.

Same as F10 ART 332G

Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 432H Alternative Displays

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

Same as F10 ART 332H

Credit 3 units. Art: CDES, FADM

F10 ART 432I Interaction: Non-Linear Narrative

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

Same as F10 ART 332I

Credit 3 units. Art: CDES, FADM

F10 ART 432J UX Research Methods of Design

User experience research can make or break a design. It is an essential way to better understand whether and how a given design meets intended needs and outcomes. This studio course explores the foundations of user research appropriate for digital and analog products. Through projects, discussions, and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys, contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes. Prerequisite: Interaction Foundations, CS 131, or permission of instructor.

Same as F10 ART 332J

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

F10 ART 433C Capstone in Design 1: Research Methods (Form and Function)

This course explores the development of compelling and refined visual vocabularies to respond to a wide variety of narrative and interactive contexts. Students hone their methods for brainstorming and visual iteration with emphasis on composition, type, color, and word and image relationships. An expansive approach making to visual work is then linked to a set of ideas about design function and user response, ultimately providing

students with tools to develop wide-ranging design artifacts that perform specific kinds of "work." Some projects are done in collaborative groups; all projects have components that students create individually. Artifacts may include books, maps, apps and presentations. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES

F10 ART 433D Capstone in Design 1: Research Methods (Form and Interaction)

This course helps students to develop and refine methodologies for making strong and varied visual work in the context of interactive products. Specific deliverables may include apps, websites, presentations, and user research studies. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES

F10 ART 433E Capstone in Illustration 1: Research Methods Image and Story

Required for senior majors in communication design with an emphasis in illustration. An advanced course in image-making for functional contexts. Students develop projects, which isolate issues of approach, production, distribution and market in the landscape of illustration and cartooning today. Targeted research questions are posed in response to individual student work. Successful completion of the course requires the development of and commitment to an aesthetic and creative position within the fields of illustration and cartooning. Readings address the history and culture of illustration, comics and animation. The course anticipates the work of Capstone Studio 2. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES

F10 ART 433J Interaction Design: Advanced Applications

This course allows students to hone and apply visual skills to interaction projects, with some emphasis on technical development. Specific deliverables may include websites across platforms, apps, and other digital applications.

Credit 3 units.

F10 ART 433K The Illustrator's Sketchbook

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

Credit 3 units. Art: CDES

F10 ART 433L Applied Illustration

This course will explore drawing and conceptual development in the landscape of professional picture-making and illustration. Using the lens of an applied professional process, students will make work that explores and establishes an artistic viewpoint. Focused research, idea development, formal experimentation, and class critique are vital to these goals. Using this contextual practice, students will advance toward the development of an

individual voice. This course is applicable to anticipated career directions in image making, illustration, comics, picture books and visual storytelling. Prerequisite: Communication Design: Word & Image II or permission of instructor.

Credit 3 units. Art: CDES, FADM

F10 ART 434A Senior Design Capstone: Narrative Design

Students will select a subject and create a narrative book, magazine, zine, or screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful integration of word and image. Semester culminates in formal presentation and professional project review. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES

F10 ART 434B Senior Illustration Capstone: Visual Stories

Students will spend the semester creating a long-form visual story. The source material for this story should be an existing story, song, legend, myth, historical event, book or other documented text. Using both nonfiction and fiction source materials, students will produce a single narrative in the form of an illustrated book, graphic novel/mini-comic or digital experience. The project will be expansive and cover a large range of professional practices, from visual conceptual development to final execution. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES

F10 ART 434F Senior Design Capstone II: Interaction

This course is intended for students interested in developing an interactive capstone project. Students will select a subject and create a narrative website, app, screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful execution of interactive and experiential storytelling. Semester culminates in formal presentation and professional project review. Senior BFA in Communication Design majors only.

Credit 3 units. Art: CDES EN: H

F10 ART 435M Special Topics in Communication Design: Design for Social Impact

Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students will learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively. CET (<https://gephardtinsttute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

Credit 3 units. Art: CDES, CPSC

F10 ART 435N Big and Graphic: Making Posters with Type and Image

The poster is one of the most exciting and storied vehicles for messages and ideas. For hundreds of years, designers, illustrators, and artists have used the poster to awaken ideas, send messages, promote events, advertise products, and inspire action. In this course, students explore many different forms of large-format poster design, using both created images and expressive/experimental typography. Digital and non-digital techniques will be investigated. Each student will be able to frame course projects around their given areas of interest: design, typography, illustration, or a vibrant blend.

Credit 3 units. Art: CDES

F10 ART 435P Design for Social Impact

Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students will learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively. College of Art majors with senior standing only.

Credit 3 units. Art: CDES, FADM

F10 ART 435V Capstone in Design 1: Visual Voice

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

Credit 3 units. Art: CDES

F10 ART 436A Visual Journalism and Reportage Drawing

This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The "special artists" who reported on the American Civil War, the urban observers of the Ashcan School, and the "New Journalism" illustrators of the 1950s, '60s and '70s brought vision and force to their work as reporters. Today, the reportage tradition is being reinvigorated in online outlets and periodicals. Students produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course provides plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the communication design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.) CET (<https://gephardtinsttute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

Same as F10 ART 336A

Credit 3 units. Art: CDES, FADM

F10 ART 436B Advanced Interaction Design

This course emphasizes immersive and multisensory user experiences in complex structural applications for a range of devices and contexts. Students will creatively apply advanced concepts in html, css, and javascript in the development of delightful and adaptable user experiences. Through studio projects, critiques, readings, discussions, and lectures, students will build on foundational knowledge in creative coding. They will explore new tools, languages, and processes as well as enhanced forms of user research, usability testing, and experience architecture. Prerequisites: Interaction Foundations, CS 131, or by permission from the instructor

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

F10 ART 436N Environmental Design

This course offers an introduction to the process and problem-solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and its impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

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

F10 ART 436P Conditional Design

New technology changes the way we receive, consume, and interact with information. Making work that can adapt to its context, environment, and user's preferences is a vital skill for artists and designers. This studio course explores the design and development of adaptive design systems to generate customizable and variable outputs. Through projects, readings, presentations, and discussions, students explore the use of procedural process, logic, and variable input to generate forms and experiences in both physical and digital space. Projects will cover traditional and digital mediums ranging from generative books and posters to interactive websites and performative experiences. Prerequisite: Communication Design: Interaction Foundations or Introduction to Computer Science.

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

F10 ART 436Q Illustration as Practice

This major studio elective focuses on the professional practice of conceptual illustration while enabling students to cultivate individual voice. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects in this course cover a range of image making in the professional illustration world today, including editorial, portraiture, lettering, and lifestyle, as well as art direction. Students continue to develop their portfolio in the context of these projects and to learn about best practices in communication, pricing, and workflow. Students will be assessed on their projects in a final critique. Prerequisites: Word & Image II and Typography II.

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

F10 ART 436R Typeface Design

Typeface design deals with language, culture, technology, visual perception, and systems design. Students will explore these areas in addition to the basics of typeface design. They will define clear purposes and outcomes for their work including research, designing letterforms and spacing, and creating functional fonts with professional software. The course introduces concepts, technologies, and current issues in the field. We will focus on text and display typefaces for the Latin script; however, we will introduce a range of historical models and explore the cultural impacts typefaces can have. Software used is Mac only, lab computers will be available if student does not have access to a Mac laptop. Prerequisites: Digital Studio and Type 1

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

F10 ART 437M Communication Design: Visual Voice

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

Credit 3 units. Art: CDES, FADM

F10 ART 437N Type as Image: Experiments on Press

Working in the Kranzberg Studio for the Illustrated Book, students will use printing to explore the expressive possibilities of typography both as language and as image/illustration. Graphic shape, line, tone, color and type can all be used as raw materials in the construction of messages, stories and ideas. In this course, students will respond to prompts and create self-generated expressive and experimental projects that explore the language of design in a tactile form. Students will be introduced to both basic and advanced typographic knowledge as they ground their work in the visual expression of language.

Prerequisite: Communication Design: Word & Image II.
Credit 3 units. Art: CDES, FADM

F10 ART 437Q Semiotics Studio: Designing Signs and Symbols

This course is about shaping meaning. Students learn the fundamentals of semiotic theory and its application to design practice. Students create signs and symbols for public spaces as well as experimental readings and social interventions. Through exercises, projects, and class discussions, students explore the world of meaning-making including: categories of signs, the possibilities of interpretation, and how signs work to normalize cultural practices and perceptions of truth. Prereq: Communication Design: Word & Image II

Credit 3 units. Art: CDES, FADM

F10 ART 4380 Voice

Propaganda and persuasion use different means to influence our perception of causes or positions. This course explores the strategies and tactics used by visual communicators to create work that convinces viewers to buy, believe, act, etc. These messages profoundly influence our culture and society. With this in mind, course reading and class discussion provide a platform

for debate and discussion of the role the designer plays and the attendant responsibility. Students create work that integrates research, writing and design. All projects present a specific point of view on topics that are relevant to them. Prerequisite: Type 2. This course is appropriate for juniors in the communication design major.
Credit 3 units.

F10 ART 438Q Type in Action: Multimedia Typography

Typography is a medium that can carry meaningful and complex communicative weight, and it affords designers with endless opportunities to engage others and to invite interpretation. In this form-making course rooted in typography, students will seek to manipulate and enact letterforms to create projects that communicate narrative in new and inventive ways -- breaking rules, scaling things up, using a range of materials, and making things move. Projects will span a range of formats, with the course serving as a catalyst for investigation of the myriad ways that letterforms, typography, and language can function as a provocative, interaction, platform, installation, image, and more. An openness to materiality, play, and experimentation is essential. Prerequisites: Digital Design, Typography I+II, or permission of instructor.
Same as F10 ART 338Q
Credit 3 units. Art: CDES, FADM EN: H

F10 ART 438V The Narrative Image: Form/Structure/Function

All human cultures tell stories, and these narratives fulfill multiple roles in establishing meaning for a society. This course will examine the ways that a visual narrative can be approached. How can an image-based story be structured? What roles can point of view play? What are stylistic tropes for narratives? How can ideas be implied? In what ways can we refresh and retell well-known narratives? Students may elect to work in multiple media and in single or sequential narratives. A self-directed final project will be required.
Same as F10 ART 338V
Credit 3 units. Art: CDES, FADM

F10 ART 438W Illustration for Games

How must a drawing be constructed, both formally and narratively, to function inside of a game? This course, which is intended for image-makers, will concentrate on the assets and aesthetics of game design. Students will engage the subjects of character development, 8-bit graphics, user interface, simple animations, and background design. Beginning with foundational questions of how and why we play games, students will create their own images, which will be built upon exploratory research into existing games and frameworks. Prerequisites: Word & Image 1 & 2, Digital Studio.
Same as F10 ART 338W
Credit 3 units. Art: CDES, FADM

F10 ART 438X Semiotics Studio: Designing Signs and Symbols

This course is about shaping meaning. Students learn the fundamentals of semiotic theory and its application to design practice. Students create signs and symbols for public spaces as well as experimental readings and social interventions. Through exercises, projects, and class discussions, students explore the world of meaning-making, including categories

of signs, the possibilities of interpretation, and how signs work to normalize cultural practices and perceptions of truth. Prerequisite: Communication Design: Word & Image II or permission of instructor.
Same as F10 ART 338X
Credit 3 units. Art: CDES, FADM

F10 ART 438Y Programming Design

In what unconscious ways do your design tools influence your work? Would your work look different if you made all of the tools used to create it? What will design look like when machine learning automates many design tasks? How will you adapt when your software changes? What does design look like when you are building systems to create outcomes? How do you design for different contexts at the same time from the same content? What would computer-aided design iteration look like? These are all questions that students may confront in their careers as designers. This course will explore these questions through in-class demos, solo and group projects, readings, and talks from practitioners in the field. The class will teach students the Python programming language, which will be used in the free DrawBot application for MacOS and with the PageBot code library to create design applications and tools. Students will learn how to think systematically about design, how to work in teams, rapid iteration using the computer, sketching, the design of software applications, how to translate digital experiences to analog (and vice versa), and how to learn from failure. The course assumes no prior experience with programming and no knowledge of Python. Open to junior and senior students, with preference given to communication design majors and minors. This course is experimental and team-driven. Students must be fundamentally curious and willing community participants who are capable of self-learning and tolerant of failure. Prerequisites: Word & Image 1, Typography 1, and Digital Studio.
Same as F10 ART 338Y
Credit 3 units. Art: CDES, FADM

F10 ART 461 Capstone Studio I

Required for majors in painting, photography, printmaking, and sculpture, beginning with the class of 2015. This is an advanced course in studio art conceptualization and production. Students develop creative concepts, objects and gestures; successful completion of the course entails the development of, and commitment to, an artistic position, evidenced by studio production, presentation and writing. Responsibilities include preparation of drawings, models, maquettes, and other documentation. This course anticipates the work of Capstone Studio II, which culminates in a senior exhibition. This course includes practice, critique, and occasional museum/gallery visits. Senior BFA in Art majors only.
Credit 3 units.

F10 ART 462 Capstone Studio II

Continuation of Capstone Studio I. Required for majors in painting, photography, printmaking, and sculpture, beginning with the class of 2015. Course participants design, prepare, and complete a body of materially and conceptually resolved work for the spring Capstone exhibition. The course fosters an intellectual dialogue among seniors making the transition from studio to artist. Completion of a body of work is accompanied by intensive critical analysis of the ideas and methods from which it arises. Course includes practice, critique, and occasional museum/gallery visits. Senior BFA in Art majors only.
Credit 3 units. Art: FAAM EN: H

F10 ART 471C Printing Propaganda: The Letterpress Poster

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

F10 ART 472B Content to Cover: the Design of Books

This studio course considers the design of books in their totality, from the smallest typographic details of text pages, to designing the page grid, and the selection of images, type, materials, and color of the binding and cover. Students will produce two books from texts assigned to them. The first will be a text-based book of prose; the second, larger project, will include body text, images, captions, footnotes. Beginning with a thorough discussion of the landscape of the two-page spread, students will complete a short research project based upon a complex illustrated book in the library. Discussion of print production and binding options in industry will be enhanced by a visit to a local offset printer and to Olin Library Special Collections. Students will deepen their skill base in typographic applications, the use of InDesign as a multipage document tool, a range of imaging techniques offered in the Book Studio, and bookbinding technique, as well as building their design criticism vocabulary.
Credit 3 units. Art: CDES

F10 ART 472C Printing Propaganda: The Letterpress Poster

This course takes as its focus the poster and its powerful call to action. Students will research the history of propaganda posters made by both governments and their critics via the the World War I poster collection in Olin Library. They will also develop an understanding of the rich ground created by the mix of text and image. With this historical and theoretical perspective, students will embark on printing a series of posters in the Book Studio using the larger letterpresses and the unique collection of wood types. A variety of printing strategies will be explored, including monoprint, photopolymer plate, pronto plate, stencil, and alternative letterpress print techniques. Skills will be developed in the fundamentals of large format typography, copywriting, photography, illustration, and printing.
Same as F10 ART 372C
Credit 3 units. Art: CDES, FADM

F10 ART 481B The Book as Lens: Photography and Books

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

F20 Art

Visit online course listings to view semester offerings for F20 ART (<https://courses.wustl.edu/CourseInfo.aspx?sch=F&dept=F20&crslvl=1:4>).

F20 ART 108A You Are Here: Engaging St. Louis's Racial History Through Site + Story

By acknowledging the pressures and pains of our political moment -- a time of crisis for many in our city and nation, but also a long-awaited reckoning with issues of social justice -- this course engages the complex history of race and racial injustice in St. Louis through site- and story-based exploration. It offers an opportunity to learn about the city's landscape, history, systems, culture, form and identity while wrestling with fundamental questions of power, positionality and perspective. "You Are Here" references orientation, discovery, otherness and place, and it serves as a provocation for reconsidering how designers, artists and architects engage St. Louis. This course may count toward the minor in Creative Practice for Social Change if bundled with "Engaging Community: Understanding the Basics." Priority will be given to first-year Sam Fox students.
Credit 1.5 units. Art: CPSC EN: H

F20 ART 108B Engaging Community: Understanding the Basics

What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. This course pairs with "Engaging St. Louis: Sites, Stories, and the Struggle for Racial Justice" [working title]. It may count toward the minor in Creative Practice for Social Change if bundled with "You Are Here: St. Louis' Racial History Through Sites and Stories."
Same as F20 ART 308B
Credit 1.5 units. Art: CPSC

F20 ART 111 Painting

Same as F20 211, 311, 411. First-year students (only) register for F20 111. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.
Credit 3 units. Art: FAAM EN: H

F20 ART 111T The Poetics of Image-Making: People, Place & Space

This painting elective course examines the poetics of image-making, with a focus on the representation of people, place, and space, both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as through the shared exploration of painting

processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: "The Poetics of Space" by Gaston Bachelard.
Credit 3 units. Art: FAAM

F20 ART 112 Painting

Same as F20 212, 312, 412. First-year students (only) register for F20 112. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

F20 ART 112P Painting: The Painted Figure

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.

Same as F20 ART 312P

Credit 3 units. Art: FAAM EN: H

F20 ART 113F Sculpture: Foundry

Same as F20 213F, 313F, 413F - First-year students (only) register for F20 113F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

F20 ART 113G Sculpture: Wood

Same as F20 213G, 313G, 413G - First-year students (only) register for F20 113G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. Art: FAAM EN: H

F20 ART 113I Sculpture: Metal Fabrication

Same as F20 113I, F20 213I, and F20 413I; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Same as F20 ART 313I

Credit 3 units. Art: FAAM EN: H

F20 ART 113Q Compositions in Clay

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 313Q

Credit 3 units. Art: FAAM

F20 ART 114F Sculpture: Foundry

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Same as F20 ART 314F

Credit 3 units. Art: FAAM EN: H

F20 ART 114G Sculpture: Wood

Same as F20 214G, 314G, 414G - First-year students (only) register for F20 114G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. EN: H

F20 ART 114H Sculpture: Blacksmithing

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 314H

Credit 3 units. Art: FAAM EN: H

F20 ART 114I Sculpture: Metal Fabrication

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.

Same as F20 ART 314I

Credit 3 units. Art: FAAM EN: H

F20 ART 115 Printmaking

Same as F20 115, F20 215, and F20 415; juniors (only) register for F20 315. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. Same as F20 ART 315
Credit 3 units. Art: FAAM EN: H

F20 ART 115F Printmaking: Call and Response

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

F20 ART 116 Printmaking

Same as F20 116, F20 216, and F20 416; juniors (only) register for F20 316. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. Same as F20 ART 316
Credit 3 units. Art: FAAM EN: H

F20 ART 116T Printmaking for Architecture and Art Students

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language. Same as F20 ART 316T
Credit 3 units. Art: FAAM EN: H

F20 ART 116U Printmaking: Print Installation, Multiples, and Site Specificity

This course explores a range of basic techniques-silkscreen, block printing, and risograph, for example-to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they

are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites
Same as F20 ART 316U
Credit 3 units. Art: FAAM

F20 ART 117M Architecture Through the Photographic Lens

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

F20 ART 117N Contemporary Portraiture

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

F20 ART 117T Discourses in Contemporary Photography

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses. Same as F20 ART 317T
Credit 3 units. Art: FAAM

F20 ART 1184 Digital Photo II/Digital Imaging

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

will examine the visual language and poetics of additive lens-based images while providing students with knowledge of software tools, input devices, production techniques, color management strategies, and output devices.

Credit 3 units. Art: FAAM EN: H

F20 ART 1185 Kinetic Image/Digital Video

Only undergraduates register for F20 1185. Graduate students register for F20 4185. This introductory level course will address the use of digital technology and software for capturing, editing, and producing moving images. The course will examine the visual language and poetics of moving images while providing students with foundation knowledge of camera operations, production storyboarding, software tools, and presentation strategies. The course assumes no prior knowledge or experience with kinetic imaging technologies or software.

Credit 3 units. Art: FAAM EN: H

F20 ART 1186 Black-and-White Photography

Only graduate students register for F20 4186. Undergraduate students register for F20 1186. This course provides an introduction to the fundamentals of black and white photography. There is emphasis on the control of film, paper, and black-and-white photographic processes in the classical fine arts tradition. Topics may include portrait, landscape, street photography, the figure, and contemporary issues in photography.

Same as F20 ART 4186

Credit 3 units. Art: FAAM EN: H

F20 ART 1187 Black-and-White Photography II

Only undergraduates register for F20 1187. Graduate students register for F20 4187. Course adds to the experience of F20 1186 Black-and-White Photography. Students investigate phenomena relative to the camera and photography. Students develop the vision necessary to take intelligent and articulate photographs, as well as establish the notion of high craft in terms of the negative and the print. Topics may include portrait, landscape, street photography, the figure, and the photo story.

Credit 3 units. Art: FAAM

F20 ART 119 Ceramics

Same as F20 219, 319, 419 - First-year students (only) register for F20 119. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 120 Ceramics

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.

Same as F20 ART 320

Credit 3 units. Art: FAAM EN: H

F20 ART 120J Ceramics: Introduction to Hand-Building

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.

Same as F20 ART 320J

Credit 3 units. Art: FAAM

F20 ART 120K Ceramics: Molds and Multiples

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.

Same as F20 ART 320K

Credit 3 units. Art: FAAM

F20 ART 120L Ceramics: Processes and Practices

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 320L

Credit 3 units. Art: FAAM

F20 ART 125 St. Louis and the Documentary Image

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

F20 ART 125I Making Comics

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

F20 ART 127A History of Photography

Same as F20 227A, 327A, 427A - First-year students (only) register for F20 127A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.
Credit 3 units. Art: FAAM EN: H

F20 ART 128A History of Photography

Same as F20 228A, 328A, 428A - First-year students (only) register for F20 128A. survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.
Credit 3 units. Art: FAAM EN: H

F20 ART 128C Documentary Film

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required. Same as F20 ART 328C
Credit 3 units. Art: FAAM

F20 ART 128D Experimental Photography: Cameraless to Polaroid, Form to Content

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Same as F20 ART 328D
Credit 3 units. Art: FAAM

F20 ART 128X Color Systems

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, another goal of this course is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. Same as F20 ART 328X
Credit 3 units. Art: FAAM, FADM

F20 ART 130B The Art of Medicine

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 130
Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

F20 ART 133 Basic Illustration

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

F20 ART 134 Basic Illustration

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Same as F20 ART 334
Credit 3 units. Art: FADM EN: H

F20 ART 134A Advanced Drawing: Affective Stills and the Moving Image

Marked is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image-making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research,

students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: Drawing (F10 101A or 102A). Same as F20 ART 334A
Credit 3 units. Art: FAAM

F20 ART 135G The Licensed Image: Development and Distribution

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students. Same as F20 ART 335G
Credit 3 units. Art: FADM EN: H

F20 ART 135I Communication Design I

Same as F20 135I, 235I, 435I - Juniors (only) register for F20 335I. An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students will be exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas will be discussed. An excellent introduction to the subject as a tool for business and marketing. Same as F20 ART 335I
Credit 3 units. Art: FADM EN: H

F20 ART 135J Introduction to Animating in Three Dimensions

Same as F20 235J, 335J, 435J - First-year students (only) register for F20 135J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: F10 101 (Drawing) or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

F20 ART 135K Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling,

rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor. Same as F20 ART 335K
Credit 3 units. Art: FADM

F20 ART 135O Drawing as Thinking

Same as F20 235O, 335O, 435O. First-year students (only) register for F20 135O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.
Credit 3 units.

F20 ART 1361 Advertising I

Same as F20 1361, F20 2361, and F20 4361; juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and by engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and it provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary. Same as F20 ART 3361
Credit 3 units. Art: FADM EN: H

F20 ART 1362 Advertising I

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Same as F20 ART 3362
Credit 3 units. Art: FADM EN: H

F20 ART 1363 Advertising in the Digital Age

Same as F20 1363, F20 2363, and F20 4363; juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and it explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior, including the ability

to "opt out"; and the advertising industry's adaptation to digital technologies. Finally, we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Same as F20 ART 3363
Credit 3 units. Art: FADM

F20 ART 1364 Advertising in the Digital Age

Same as F20 2364, 3364, 4364. First-year students (only) register for F20 1364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

F20 ART 1365 History of Advertising

Same as F20 2365, 3365, 4365 - First-year students (only) register for F20 1365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

F20 ART 1366 History of Advertising

Same as F20 1366, F20 2366, and F20 4366; juniors (only) register for F20 3366. This course covers the historical, cultural, and technological development of advertising in America from the colonial period to the present. This lecture course examines -- through various media forms, key advertisements, and campaigns -- the creatives who made them, the technologies used to create them, and the changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit, five-page essays.

Same as F20 ART 3366
Credit 3 units. Art: FADM EN: H

F20 ART 136G The Licensed Image: Development and Distribution

Same as F20 236G, 336G, 436G. First-year students (only) register for F20 136G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

F20 ART 136I Communication Design I

Same as F20 136I, F20 236I, and F20 436I; juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic, and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image for the purposes of persuading and informing. Students will learn a design methodology for illuminating and solving problems and receive baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Same as F20 ART 336I

Credit 3 units. Art: FADM EN: H

F20 ART 136J Introduction to Animating in Three Dimensions

Same as F20 236J, 336J, 436J. First-year students (only) register for F20 136J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 136K Communication Design II

Same as F20 236K, 336K, 436K. First-year students (only) register for F20 136K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisite: Communication Design I.

Credit 3 units. Art: FADM EN: H

F20 ART 136L Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken

multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Same as F20 ART 336L
Credit 3 units. Art: FADM

F20 ART 137A Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A
Credit 3 units. Art: FADM

F20 ART 137T Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional.

Same as F20 ART 337T
Credit 3 units. Art: FADM EN: H

F20 ART 138B Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 338B
Credit 3 units. Art: FADM

F20 ART 138J Advanced Animation

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to

work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J
Credit 3 units. Art: FADM EN: H

F20 ART 138S Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S
Credit 3 units. EN: H

F20 ART 143B Fiber Manipulation

Same as F20 243B, 343B and 443B - First-year students (only) register for F20 143B. Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibouri, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design.

Credit 3 units. Art: FADM

F20 ART 147T Artist's Book

This course will examine the role of the book as an artifact of material culture. We will investigate definitions of the artist's book and current uses of the book form as metaphor in contemporary art. We will look at the work of artists such as Anselm Kiefer, Ann Hamilton, Rachel Whiteread, Kiki Smith, William Kentridge, Sophie Calle, Dieter Rot, and many others. In addition, we will look at the role of artist's books and publications in many 20th-century artistic movements. Course projects will center around the exploration of various types of editioned artworks, such as artist's multiples, mail art, zines, and more.

Same as F20 ART 347T
Credit 3 units.

F20 ART 162 Why Art Matters

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the

perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Same as F20 ART 362

Credit 3 units. Art: VC EN: H

F20 ART 1713 Introduction to Book Binding

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Same as F20 ART 3713

Credit 3 units. Art: FADM EN: H

F20 ART 178 Contemporary Discourses: Art + Feminism

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

Same as F20 ART 378

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

F20 ART 201E Anatomy Figure Structure

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A).

Same as F20 ART 301E

Credit variable, maximum 3 units. Art: FAAM

F20 ART 208B Engaging Community: Understanding the Basics

What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. This course pairs with "Engaging St. Louis: Sites, Stories, and the Struggle for Racial Justice" [working title]. It may count toward the minor in Creative Practice for Social Change if bundled with "You Are Here: St. Louis' Racial History Through Sites and Stories."

Same as F20 ART 308B

Credit 1.5 units. Art: CPSC

F20 ART 209B Eco-Art

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-visions our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Same as F20 ART 309B

Credit 3 units. Art: CPSC

F20 ART 211 Painting

Same as F20 111, 311, 411. Sophomores (only) register for F20 211. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 211T The Poetics of Image-Making: People, Place & Space

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

Credit 3 units. Art: FAAM

F20 ART 211U The Language of Moving Images

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design. Same as F20 ART 311U
Credit 3 units.

F20 ART 212 Painting

Same as F20 112, 312, 412. Sophomores (only) register for F20 212. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.
Credit 3 units. Art: FAAM EN: H

F20 ART 212P Painting: The Painted Figure

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites. Same as F20 ART 312P
Credit 3 units. Art: FAAM EN: H

F20 ART 213F Sculpture: Foundry

Same as F20 113F, 313F, 413F - Sophomores (only) register for F20 213F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other material such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.
Credit 3 units. Art: FAAM EN: H

F20 ART 213G Sculpture: Wood

Same as F20 113G, 313G, 413G - Sophomores (only) register for F20 213G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.
Credit 3 units. Art: FAAM EN: H

F20 ART 213H Sculpture: Blacksmithing

Same as F20 113H, F20 213H, and F20 413H; juniors (only) register for F20 313H. This course is an introduction to blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material, and it offers enormous possibilities for three-dimensional form. In this course, we will explore these possibilities and expand our sculptural vocabulary. Same as F20 ART 313H
Credit 3 units. Art: FAAM EN: H

F20 ART 213I Sculpture: Metal Fabrication

Same as F20 113I, F20 213I, and F20 413I; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools. Same as F20 ART 313I
Credit 3 units. Art: FAAM EN: H

F20 ART 213J Digital Fabrication for Object Making

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites. Same as F20 ART 313J
Credit 3 units. Art: FAAM, FADM

F20 ART 213Q Compositions in Clay

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material. Same as F20 ART 313Q
Credit 3 units. Art: FAAM

F20 ART 214F Sculpture: Foundry

Same as F20 114F, F20 214F, and F20 414F; sophomores (only) register for F20 114F. The focus of this course is on introducing students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. Students will also use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside of the regularly scheduled class time is required.

Same as F20 ART 314F

Credit 3 units. Art: FAAM EN: H

F20 ART 214G Sculpture: Wood

Same as F20 114G, 314G, 414G - Sophomores (only) register for F20 214G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. EN: H

F20 ART 214H Sculpture: Blacksmithing

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 314H

Credit 3 units. Art: FAAM EN: H

F20 ART 214I Sculpture: Metal Fabrication

Same as F20 114I, F20 214I, and F20 413I; juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to almost any other material. Students will explore the creative potential of metal in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines, and they will also learn to safely operate drilling, grinding, and finishing tools.

Same as F20 ART 314I

Credit 3 units. Art: FAAM EN: H

F20 ART 214R Digital Fabrication for Object Makers

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged

and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Same as F20 ART 314R

Credit 3 units. Art: FAAM, FADM

F20 ART 215 Printmaking

Same as F20 115, F20 215, and F20 415; juniors (only) register for F20 315. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype.

Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 315

Credit 3 units. Art: FAAM EN: H

F20 ART 215F Printmaking: Call and Response

In music, the term "call and response" refers to a succession of two distinct phrases, usually written in different parts of the music, where the second phrase is heard as a direct commentary on or a response to the first. This course is a survey of printmaking with a foundation in traditional, historical, and philosophical aspects of printmaking. It will cover basic processes in intaglio, lithography, relief and monotype. Students are encouraged to work in response to the history of the print, with an emphasis on mixed media and experimentation. This course counts toward the minor in art.

Credit 3 units.

F20 ART 215T Printmaking: Contemporary Processes

This course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 315T

Credit 3 units.

F20 ART 216 Printmaking

Same as F20 116, F20 216, and F20 416; juniors (only) register for F20 316. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype.

Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 316

Credit 3 units. Art: FAAM EN: H

F20 ART 216T Printmaking for Architecture and Art Students

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative

projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.

Same as F20 ART 316T

Credit 3 units. Art: FAAM EN: H

F20 ART 216U Printmaking: Print Installation, Multiples, and Site Specificity

This course explores a range of basic techniques—silkscreen, block printing, and risograph, for example—to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites

Same as F20 ART 316U

Credit 3 units. Art: FAAM

F20 ART 217M Architecture Through the Photographic Lens

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

Same as F20 ART 317M

Credit 3 units. Art: FAAM

F20 ART 217N Contemporary Portraiture

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

Same as F20 ART 317N

Credit 3 units. Art: FAAM

F20 ART 217O Drone Photography

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

Credit 3 units. Art: FAAM

F20 ART 217P Drone Photography

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

Same as F20 ART 317P

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

F20 ART 217Q Context, Curation, Communication: Seriality in the Photographic Image

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.

Credit 3 units.

F20 ART 217T Discourses in Contemporary Photography

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.

Same as F20 ART 317T

Credit 3 units. Art: FAAM

F20 ART 219 Ceramics

Same as F20 119, 319, 419 - Sophomores (only) register for F20 219. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 220 Ceramics

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.

Same as F20 ART 320

Credit 3 units. Art: FAAM EN: H

F20 ART 220J Ceramics: Introduction to Hand-Building

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.

Same as F20 ART 320J

Credit 3 units. Art: FAAM

F20 ART 220K Ceramics: Molds and Multiples

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.

Same as F20 ART 320K

Credit 3 units. Art: FAAM

F20 ART 220L Ceramics: Processes and Practices

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 320L

Credit 3 units. Art: FAAM

F20 ART 223F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)

Same as F20 323F, F20 423F - Sophomores (only) register for F20 223F. University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisites: Introduction to Fashion Design.

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

F20 ART 223K Business of Fashion

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

Credit 3 units. Art: FADM

F20 ART 223L Special Topics in Fashion Design: Fashion and Race

Same as F20 323L, 423L - Sophomores (only) register for F20 223L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.

Credit 3 units. Art: CPSC, FADM

F20 ART 225I Making Comics

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

Same as F20 ART 325I

Credit 3 units. Art: FADM

F20 ART 225J Sculpting Realities

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

Same as F20 ART 325J
Credit 3 units. Art: FADM

F20 ART 227A History of Photography

Same as F20 127A, 327A, F20 427A - Sophomores (only) register for F20 227A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 228A History of Photography

Same as F20 128A, 328A, F20 428A - Sophomores (only) register for F20 228A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 228C Documentary Film

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required.

Same as F20 ART 328C
Credit 3 units. Art: FAAM

F20 ART 228D Experimental Photography: Cameraless to Polaroid, Form to Content

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we

move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Same as F20 ART 328D
Credit 3 units. Art: FAAM

F20 ART 228E Making Documentaries in the Time of Covid

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos.

Same as F20 ART 328E
Credit 3 units. Art: CPSC, FAAM

F20 ART 228X Color Systems

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

Same as F20 ART 328X
Credit 3 units. Art: FAAM, FADM

F20 ART 229G Visualizing Otherness: Race, Gender and Class

The thematic focus of this studio is "the other". As we witness a global uprising and comprehensive public dialogue in response to police violence against African-Americans and the systemic racism that pervades American culture, students explore the artist's place in the power dynamics of mobilizing, re-contextualizing, and retelling stories that push against narrow, established norms. Otherness is not only linked with race, it is also deeply entrenched in sexism, xenophobia, transphobia, and classism. This course uses video and performance as platforms of artistic expression to engage with and move the dialogue forward. Class time will be divided between lectures, presentations, group discussions, and producing artwork. No prerequisites.

Same as F20 ART 329G
Credit 3 units. Art: CPSC, FAAM

F20 ART 233 Basic Illustration

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

Credit 3 units. Art: FADM EN: H

F20 ART 234 Basic Illustration

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Same as F20 ART 334

Credit 3 units. Art: FADM EN: H

F20 ART 234A Advanced Drawing: Affective Stills and the Moving Image

Marked is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image-making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research, students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: Drawing (F10 101A or 102A).

Same as F20 ART 334A

Credit 3 units. Art: FAAM

F20 ART 235G The Licensed Image: Development and Distribution

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Same as F20 ART 335G

Credit 3 units. Art: FADM EN: H

F20 ART 235J Introduction to Animating in Three Dimensions

Same as F20 135G, 335G, 435G. Sophomores (only) register for F20 235G. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for

determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 235K Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Same as F20 ART 335K

Credit 3 units. Art: FADM

F20 ART 235O Drawing as Thinking

Same as F20 125O, 325O, 425O - Sophomores (only) register for F20 225O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former. Credit 3 units.

F20 ART 235P Design in Social Systems

This multidisciplinary seminar course will cover historical and contemporary contexts of socially engaged work within art and design disciplines. Students will explore various processes that artists and designers use to address, influence, and inspire change around systemic social issues. In addition, through in-class collaborative workshops, students will apply a "systems thinking approach" to a select number of real-world social issues in order to gain a better understanding of how these issues are shaped by policies and individual experiences. This course will also include a final group project completed in partnership with a local community-based organization in which students will apply creative-problem solving processes, such as human-centered design, equity-centered design, design activism, and social justice to arrive at collective impact. Models of social change from other disciplines -- such as social entrepreneurship and innovation, non-profit models, and public-interest design -- will be featured through guest lectures, field trips to community-based organizations, case studies, readings and written reflections. Credit 3 units.

F20 ART 2361 Advertising I

Same as F20 1361, F20 2361, and F20 4361; juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and by engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and it provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Same as F20 ART 3361

Credit 3 units. Art: FADM EN: H

F20 ART 2362 Advertising I

Same as F20 1362, F20 2362, and F20 4362; juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and the economy and by engaging students, hands-on, in the processes of professional practice. The course consists of the presentation and discussion of contemporary work, and it provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Same as F20 ART 3362

Credit 3 units. Art: FADM EN: H

F20 ART 2363 Advertising in the Digital Age

Same as F20 1363, F20 2363, and F20 4363; juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and it explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior, including the ability to "opt out"; and the advertising industry's adaptation to digital technologies. In addition, we will speculate on the future of advertising in the era of mobile computing. This course builds on The History of Advertising; it is recommended (but not required) that students complete the first course before enrolling in this one.

Same as F20 ART 3363

Credit 3 units. Art: FADM

F20 ART 2364 Advertising in the Digital Age

Same as F20 1364, 3364, 4364. Sophomores (only) register for F20 2364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

F20 ART 2365 History of Advertising

Same as F20 1365, F20 3365, F20 4365. Sophomores (only) register for F20 2365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.

Credit 3 units. Art: FADM

F20 ART 2366 History of Advertising

Same as F20 1366, F20 2366, and F20 4366; juniors (only) register for F20 3366. This course presents the historical, cultural, and technological development of advertising in America from the colonial period to the present. It examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them, and the changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as on optional, extra-credit, five-page essays.

Same as F20 ART 3366

Credit 3 units. Art: FADM EN: H

F20 ART 236A Interaction Design: Understanding Health and Well-Being

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Same as F20 ART 336A

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

F20 ART 236G The Licensed Image: Development and Distribution

Same as F20 136G, 336G, 436G. Sophomores (only) register for F20 236G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

F20 ART 236I Communication Design I

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. Same as F20 ART 336I

Credit 3 units. Art: FADM EN: H

F20 ART 236J Introduction to Animating in Three Dimensions

Same as F20 136J, 336J, 436J. Sophomores (only) register for F20 236J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 236K Communication Design II

Same as F20 136K, 336K, 436K. Sophomores (only) register for F20 236K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisite: Communication Design I.

Credit 3 units. Art: FADM EN: H

F20 ART 236L Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken

multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Same as F20 ART 336L
Credit 3 units. Art: FADM

F20 ART 236P Design in Social Systems

This multidisciplinary seminar course will cover historical and contemporary contexts of socially engaged work within art and design disciplines. Students will explore various processes that artists and designers use to address, influence, and inspire change around systemic social issues. In addition, through in-class collaborative workshops, students will apply a "systems thinking approach" to a select number of real-world social issues in order to gain a better understanding of how these issues are shaped by policies and individual experiences. This course will also include a final group project completed in partnership with a local community-based organization in which students will apply creative-problem solving processes, such as human-centered design, equity-centered design, design activism, and social justice to arrive at collective impact. Models of social change from other disciplines -- such as social entrepreneurship and innovation, non-profit models, and public-interest design -- will be featured through guest lectures, field trips to community-based organizations, case studies, readings and written reflections.

Credit 3 units. Art: CPSC

F20 ART 237A Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A
Credit 3 units. Art: FADM

F20 ART 237T Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional. Same as F20 ART 337T

Credit 3 units. Art: FADM EN: H

F20 ART 238A Enchanted Objects: Material Culture

Some objects are "magical," possessing a kind of allure that leads us to spend money we don't have, collect obsessively, or behave differently. Other objects are "dangerous" and "taboo," inspiring disturbing thoughts and actions. This course considers our complex relationship to things and explores their powers of enchantment, which cannot be separated from their status as commodities or what Marx called crystallized labor and creative energy. What gives objects potency, value, and significance? What social-psychological and political purposes and what regimes of commodification and power do they serve? We will engage in discussion and object studies and draw upon work from many fields, both creative and scholarly.

Same as F20 ART 338A
Credit 3 units. Art: VC EN: H

F20 ART 238B Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 338B
Credit 3 units. Art: FADM

F20 ART 238J Advanced Animation

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J
Credit 3 units. Art: FADM EN: H

F20 ART 238S Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students

seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S
Credit 3 units. EN: H

F20 ART 238T Transdisciplinary Design

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Same as F20 ART 338T
Credit 3 units.

F20 ART 239I Radical Design: Making Civic Experiences

Same as F20 339I and 439I. Sophomores (only) register for F20 239I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions, and spaces that make up these large systems (like a police ticket or the layout of a courtroom), and it experiments with how redesigning these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds and craft the objects, procedures, and interactions that inhabit them. Along the way, we will discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.

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

F20 ART 241E Digital Game Design

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

Credit 3 units. Art: FADM

F20 ART 244A Animation Tools and Methods

This course introduces a range of digital and analog production techniques for the practice of animation. It will also present fundamental concepts and issues that define this creative form. Prerequisite: Digital Studio or permission of instructor.

Same as F20 ART 344A
Credit 3 units. Art: FAAM, FADM

F20 ART 247T Artist's Book

This course will examine the role of the book as an artifact of material culture. We will investigate definitions of the artist's book and current uses of the book form as metaphor in contemporary art. We will look at the work of artists such as Anselm Kiefer, Ann Hamilton, Rachel Whiteread, Kiki Smith, William Kentridge, Sophie Calle, Dieter Rot, and many others. In addition, we will look at the role of artist's books and publications in many 20th-century artistic movements. Course projects will center around the exploration of various types of editioned artworks, such as artist's multiples, mail art, zines, and more.

Same as F20 ART 347T

Credit 3 units.

F20 ART 251A Sound Environments

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

Same as F20 ART 351A

Credit 3 units. Art: FAAM EN: H

F20 ART 252B Performing Solitude

Performing Solitude is a new elective studio with elements of a seminar, and it is open to students from across campus and suited most for upper-level undergraduates and graduate students in art, architecture, performing arts, music, and film & media studies departments. Performing Solitude invites students who are interested in creating interdisciplinary works that merge performance art with other forms of expression, including visual, digital, acoustic, textual and cinematic. Working with their own performing selves as a material in their art -- and with domestic or landscape space -- students will be invited to reconsider what performance art means in the age of a post-global, post-pandemic and post-digital universe in which the biological environment, including nature and their own bodies as part of it, continues to enact gestures and make aesthetic statements set against global histories. This studio incorporates elements of a seminar by way of discussing histories of performance art, performativity, and ritual as well as by supporting individually guided research and collaboration. During the semester, students will create two major performance-based works that incorporate other media of choice, such as film, music, text, or installation. Student work will be documented and demonstrable in their portfolios. Several smaller improvised or in-class assignments will lead toward a final project accompanied by an artist text. Readings, lectures and invited guests will accompany this studio.

Same as F20 ART 352B

Credit 3 units. Art: FAAM

F20 ART 262 Why Art Matters

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful

questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Same as F20 ART 362

Credit 3 units. Art: VC EN: H

F20 ART 2647 Italian Language (Florence)

This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.

Credit 3 units.

F20 ART 2648 Italian Language

This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.

Credit 3 units. EN: H

F20 ART 2661 Semester Abroad Program Seminar

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

Credit 1 unit. EN: H

F20 ART 2662 Semester Abroad Program Seminar

This course prepares students participating in the College of Art's Semester Abroad Program in Florence, Italy. The seminar meets eight times over the course of the semester. Attendance is required. Prerequisite: students selected for the Semester Abroad Program only.

Credit 1 unit. EN: H

F20 ART 2713 Introduction to Book Binding

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel,

the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Same as F20 ART 3713

Credit 3 units. Art: FADM EN: H

F20 ART 278 Contemporary Discourses: Art + Feminism

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

Same as F20 ART 378

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

F20 ART 2783 Special Topics in Visual Culture: Introduction to Illustration Studies

How have knowledge, opinion, and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed, and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery.

Credit 3 units. Art: FADM, VC

F20 ART 287A Social Practice Art

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project.

Same as F20 ART 387A

Credit 3 units.

F20 ART 292A Visualizing Literature: Texture/Structure

This course challenges students to function as reader-designers to develop new relationships between the written word and the seen word. Drawing on literary works, students learn visual methods to amplify the power of words, express personal

perspectives, and visualize narrative structures in fiction and nonfiction. Three distinct projects present tools to generate visual and typographic material, including digital composition software and letterpress. Students may work on laptop computers or tablets, as needed. This course is ideal for students pursuing work in any field to learn about the visual display of language. No prerequisites or previous experience required.

Credit 3 units. Art: FADM

F20 ART 294A Research Methods in Studio Art

Research Methods is an inquiry into research-based studio practices. In this course, students explore what research-based studio practices are. How do artists conduct research? What research methods can be adopted by artists to generate and gather ideas? Can methods come from disciplines outside the arts and how is research embedded in an artwork? This course proposes research-based studio practices as a means for artists to extend their ideas. It is a praxis course that acts as both a query into the research methodologies used by contemporary artists and a laboratory for students to integrate their studio-based practices with coursework in other disciplines. This class recognizes that there is no single standard for what constitutes research-based practice and, accordingly, it will explore both established and unconventional strategies for creating artworks. Students will use case studies of artists who use research as a basis of their studio practice and generate a semester-long, individual project that mines the information, methods, techniques, or discoveries of another discipline they have engaged at Washington University. Consequently, students should concurrently be enrolled in a course in another discipline on campus.

Credit 3 units. Art: FAAM

F20 ART 301E Anatomy Figure Structure

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A).

Credit variable, maximum 3 units. Art: FAAM

F20 ART 302 Drawing

An advanced drawing course for third- and fourth-year students. Individualized instruction allows students to explore various media and stylistic approaches in both figurative and nonfigurative modes.

Credit 3 units. Art: FAAM EN: H

F20 ART 303B Collage: History & Practice in Contemporary Art

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.

Credit 3 units.

F20 ART 304B Collage: History & Practice in Contemporary Art

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.

Credit 3 units. Art: FAAM

F20 ART 307X Community Building

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

Same as X10 XCORE 307X

Credit 3 units. Art: CPSC EN: H

F20 ART 308A You Are Here: Engaging St. Louis's Racial History Through Site + Story

By acknowledging the pressures and pains of our political moment -- a time of crisis for many in our city and nation, but also a long-awaited reckoning with issues of social justice -- this course engages the complex history of race and racial injustice in St. Louis through site- and story-based exploration. It offers an opportunity to learn about the city's landscape, history, systems, culture, form and identity while wrestling with fundamental questions of power, positionality and perspective. "You Are Here" references orientation, discovery, otherness and place, and it serves as a provocation for reconsidering how designers, artists and architects engage St. Louis. This course may count toward the minor in Creative Practice for Social Change if bundled with "Engaging Community: Understanding the Basics." Priority will be given to first-year Sam Fox students.

Credit 1.5 units. Art: CPSC

F20 ART 308B Engaging Community: Understanding the Basics

What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact

communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. This course pairs with "Engaging St. Louis: Sites, Stories, and the Struggle for Racial Justice" [working title]. It may count toward the minor in Creative Practice for Social Change if bundled with "You Are Here: St. Louis' Racial History Through Sites and Stories."

Credit 1.5 units. Art: CPSC

F20 ART 308X Community Building North

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

Same as X10 XCORE 308X

Credit 3 units.

F20 ART 309B Eco-Art

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-visions our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Credit 3 units. Art: CPSC

F20 ART 311 Painting

Same as F20 111, 211, 411. Juniors (only) register for F20 311. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting

surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 311T The Poetics of Image-Making: People, Place & Space

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

Credit 3 units. Art: FAAM

F20 ART 311U The Language of Moving Images

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design.

Credit 3 units.

F20 ART 312 Painting

Same as F20 112, 212, 412. Juniors (only) register for F20 312. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

F20 ART 312P Painting: The Painted Figure

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.

Credit 3 units. Art: FAAM EN: H

F20 ART 313F Sculpture: Foundry

Same as F20 113F, 213F, 413F - Juniors (only) register for F20 313F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting,

students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

F20 ART 313G Sculpture: Wood

Same as F20 113G, 213G, 413G - Juniors (only) register for F20 313G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. Art: FAAM EN: H

F20 ART 313H Sculpture: Blacksmithing

Same as F20 113H, 213H, 413H - Juniors (only) register for F20 313H. This course is an introduction to blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

F20 ART 313I Sculpture: Metal Fabrication

Same as F20 113I, F20 213I, and F20 413I; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Credit 3 units. Art: FAAM EN: H

F20 ART 313J Digital Fabrication for Object Making

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Credit 3 units. Art: FAAM, FADM

F20 ART 313P Compositions in Clay

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical

applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.
Credit 3 units.

F20 ART 313Q Compositions in Clay

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.
Credit 3 units. Art: FAAM

F20 ART 314F Sculpture: Foundry

Same as F20 114F, 214F, 414F - Juniors (only) register for F20 314F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.
Credit 3 units. Art: FAAM EN: H

F20 ART 314G Sculpture: Wood

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

F20 ART 314H Sculpture: Blacksmithing

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.
Credit 3 units. Art: FAAM EN: H

F20 ART 314I Sculpture: Metal Fabrication

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.
Credit 3 units. Art: FAAM EN: H

F20 ART 314J Digital Fabrication for Object Making

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production -- creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks, and they will explore the potential of these platforms to design 3D forms. A variety of output tools will be used, but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This course will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools toward the creation of sculpture.
Credit 3 units. Art: FAAM

F20 ART 314N Sculpture: Art Practice (Itinerant Artworks)

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St. Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forrest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.
Credit 3 units.

F20 ART 314R Digital Fabrication for Object Makers

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.
Credit 3 units. Art: FAAM, FADM

F20 ART 315 Printmaking

Same as F20 115, F20 215, and F20 415; juniors (only) register for F20 315. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.
Credit 3 units. Art: FAAM EN: H

F20 ART 315F Printmaking: Call and Response

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

F20 ART 315T Printmaking: Contemporary Processes

This course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.
Credit 3 units.

F20 ART 316 Printmaking

Same as F20 116, F20 216, and F20 416; juniors (only) register for F20 316. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.
Credit 3 units. Art: FAAM EN: H

F20 ART 316T Printmaking for Architecture and Art Students

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.
Credit 3 units. Art: FAAM EN: H

F20 ART 316U Printmaking: Print Installation, Multiples, and Site Specificity

This course explores a range of basic techniques—silkscreen, block printing, and risograph, for example—to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites
Credit 3 units. Art: FAAM

F20 ART 317M Architecture Through the Photographic Lens

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

F20 ART 317N Contemporary Portraiture

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

F20 ART 317O Drone Photography

This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) — otherwise known as *drones* — as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of sUAS use by visual artists, and the rise of sUAS in the visual

arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions. Credit 3 units.

F20 ART 317P Drone Photography

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

F20 ART 317Q Context, Curation, Communication: Seriality in the Photographic Image

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression. Credit 3 units.

F20 ART 317T Discourses in Contemporary Photography

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses. Credit 3 units. Art: FAAM

F20 ART 3183 Photography III

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students will, through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism. Credit 3 units. EN: H

F20 ART 3184 Photography III

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students, through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism.

Credit 3 units. EN: H

F20 ART 319 Ceramics

Same as F20 119, 219, 419 - Juniors (only) register for F20 319. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 319J Structural Ceramics

This course is designed for advancing study in 3D practices within clay processes and in sculpture. Several techniques in clay will be explored, and hand-building will be emphasized. Methods of creating will include coiling, slab building, casting, and subtractive modeling. In this course, we will understand and research clay as a material that engages in structure and introduces new sculptural ideas that define scale, balance, form, and so on. Surface design with cold finishes and glazes, firing processes, and mold making will be explored as means of building and finishing content. Discussions and presentations will focus on the history and contemporary traditions of ceramic structures and sculptures. Emphasis will be placed on the critical assessment and articulation of material.

Credit 3 units. Art: FAAM

F20 ART 320 Ceramics

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 320J Ceramics: Introduction to Hand-Building

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.

Credit 3 units. Art: FAAM

F20 ART 320K Ceramics: Molds and Multiples

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.

Credit 3 units. Art: FAAM

F20 ART 320L Ceramics: Processes and Practices

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Credit 3 units. Art: FAAM

F20 ART 323F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)

Same as F20 123F, 223F, 423F - Juniors (only) register for F20 323F. University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

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

F20 ART 323L Special Topics in Fashion Design: Fashion and Race

Same as F20 123L, 223L, 423L - Juniors (only) register for F20 323L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.

Credit 3 units. Art: CPSC, FADM

F20 ART 324J Fashion Promotion and Exhibition

Fashion styling, marketing, and public relations techniques are engaged to develop and execute a promotion and exhibition plan for fashion products. Emphasis is on creativity and innovation, particularly by harnessing technology, to enhance contemporary fashion promotion and exhibition. Students plan and execute the annual Fashion Design Show, highlighting the fashion design Senior Capstone collections. In-class discussions, lectures, guest speakers, and active planning are accompanied by readings, video analyses, and on-site production work.

Credit 3 units. Art: FADM EN: H

F20 ART 324K Experimental Fashion Design

This course introduces students to an experimental and conceptual approach to textile and fashion design. Students will explore a variety of media for the expressive communication of surface and structural design. The course addresses the relationship, crossover and theories of fashion design and art. Studio work will be informed through research, experimentation and prototype development.

Credit 3 units. Art: FADM

F20 ART 325I Making Comics

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

Credit 3 units. Art: FADM

F20 ART 325J Sculpting Realities

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

Credit 3 units. Art: FADM

F20 ART 326J Design Within Context: Scroll to Screen

This course traces the history of graphic design from the origins of ancient writing systems to the turn of this century, with content that is organized both chronologically and thematically. We will examine the work and methodologies of design movements and participants, and we will critically consider the reciprocal relationship with cultural shifts, sociopolitical factors, and technologies. Focus will lie heavily upon Western European tradition in the 20th century. This course counts toward the degree program as an Art History/Visual Culture elective, and it also counts toward the design minor.

Credit 3 units. Art: FADM, VC

F20 ART 327A History of Photography

Same as F20 127A, 227A, 427A - Juniors (only) register for F20 327A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 327X Color Systems

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

Credit 3 units. Art: FADM EN: H

F20 ART 3285 The Italian Renaissance in the City of Florence

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice. Prerequisite: College of Architecture and College of Art juniors in the study abroad program in Florence, Italy.

Credit 3 units.

F20 ART 328A History of Photography

Same as F20 128A, 228A, 428A - Juniors (only) register for F20 328A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 328C Documentary Film

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required.

Credit 3 units. Art: FAAM

F20 ART 328D Experimental Photography: Cameraless to Polaroid, Form to Content

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Credit 3 units. Art: FAAM

F20 ART 328E Making Documentaries in the Time of Covid

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos.

Credit 3 units. Art: CPSC, FAAM

F20 ART 328X Color Systems

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

Credit 3 units. Art: FAAM, FADM

F20 ART 329G Visualizing Otherness: Race, Gender and Class

The thematic focus of this studio is "the other". As we witness a global uprising and comprehensive public dialogue in response to police violence against African-Americans and the systemic racism that pervades American culture, students explore the artist's place in the power dynamics of mobilizing, re-

contextualizing, and retelling stories that push against narrow, established norms. Otherness is not only linked with race, it is also deeply entrenched in sexism, xenophobia, transphobia, and classism. This course uses video and performance as platforms of artistic expression to engage with and move the dialogue forward. Class time will be divided between lectures, presentations, group discussions, and producing artwork. No prerequisites.

Credit 3 units. Art: CPSC, FAAM

F20 ART 331A Visualizing the Data of Place

What makes a place a place? This course explores physical and human aspects of place through the lens of data visualization. Studio and writing projects challenge students to consider the places that mean the most to them, and how corresponding data can be visualized to tell meaningful stories. Depending on student interest, particular topics could include topography, climate, color, water levels, green space, economic equity, and public infrastructure. Readings are in cartography, information design, and site-specific history. The course's 3-5 projects span print and digital delivery. Open to any university student, sophomore and above, interested in the display of data for impact.

Credit 3 units.

F20 ART 333 Basic Illustration

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

Credit 3 units. Art: FADM EN: H

F20 ART 334 Basic Illustration

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Credit 3 units. Art: FADM EN: H

F20 ART 334A Advanced Drawing: Affective Skills and the Moving Image

Marked is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image-making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research, students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: Drawing (F10 101A or 102A).

Credit 3 units. Art: FAAM

F20 ART 335A Interaction Design: Applications for Public Health

Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in an area such as transportation or community health resources and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Credit 3 units. EN: H

F20 ART 335G The Licensed Image: Development and Distribution

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

F20 ART 335I Communication Design I

Same as F20 135I, 235I, 435I - Juniors (only) register for F20 335I. An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students will be exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas will be discussed. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units. Art: FADM EN: H

F20 ART 335J Introduction to Animating in Three Dimensions

Same as F20 135J, 235J, 435J - Juniors (only) register for F20 335J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 335K Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Credit 3 units. Art: FADM

F20 ART 335O Drawing as Thinking

Same as F20 235O, 435O. Juniors (only) register for F20 335O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.

Credit 3 units.

F20 ART 335P Special Topics: Structuring Data for Effective Visualization

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML, and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility.

Credit 1 unit. Art: FADM

F20 ART 3361 Advertising 1

Same as F20 1361, 2361, 4361 - Juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Credit 3 units. Art: FADM EN: H

F20 ART 3362 Advertising I

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Credit 3 units. Art: FADM EN: H

F20 ART 3363 Advertising in the Digital Age

Same as F20 ART 1363, ART 2363, ART 4363. Juniors (only) register for F20 ART 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally, we speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM

F20 ART 3364 Advertising in the Digital Age

Same as F20 1364, 2364, 4364. Juniors (only) register for F20 3364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

F20 ART 3365 History of Advertising

Same as F20 1365, 2365, 4365 - Juniors (only) register for F20 3365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

F20 ART 3366 History of Advertising

Same as F20 1366, 2366, 4366 - Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them,

the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays.

Credit 3 units. Art: FADM EN: H

F20 ART 336A Interaction Design: Understanding Health and Well-Being

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

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

F20 ART 336G The Licensed Image: Development and Distribution

Same as F20 136G, 236G, 436G. Juniors (only) register for F20 336G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

F20 ART 336I Communication Design I

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Credit 3 units. Art: FADM EN: H

F20 ART 336J Introduction to Animating in Three

Dimensions

Same as F20 136J, 236J, 436J. Juniors (only) register for F20 336J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 336K Communication Design II

Same as F20 136K, 236K, 436K. Juniors (only) register for F20 336K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisites: Communication Design I.

Credit 3 units. Art: FADM EN: H

F20 ART 336L Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Credit 3 units. Art: FADM

F20 ART 337A Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Credit 3 units. Art: FADM

F20 ART 337T Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional. Credit 3 units. Art: FADM EN: H

F20 ART 338A Enchanted Objects: Material Culture

Some objects are "magical," possessing a kind of allure that leads us to spend money we don't have, collect obsessively, or behave differently. Other objects are "dangerous" and "taboo," inspiring disturbing thoughts and actions. This course considers our complex relationship to things and explores their powers of enchantment, which cannot be separated from their status as commodities or what Marx called crystallized labor and creative energy. What gives objects potency, value, and significance? What social-psychological and political purposes and what regimes of commodification and power do they serve? We will engage in discussion and object studies and draw upon work from many fields, both creative and scholarly.

Credit 3 units. Art: VC EN: H

F20 ART 338B Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Credit 3 units. Art: FADM

F20 ART 338J Advanced Animation

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Credit 3 units. Art: FADM EN: H

F20 ART 338S Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Credit 3 units. EN: H

F20 ART 338T Transdisciplinary Design

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Credit 3 units.

F20 ART 338Z Global Topics in Visual Communication

In this course, students will explore visual communication in diverse historical and contemporary contexts. Students will work with internationally based faculty in short modules in which lectures and prompts will highlight the unique qualities of cities and cultures around the world. Students will reflect on the specificity of place in ongoing sketchbook prompts. For each module, students will make a short publication that synthesizes the content of that module with their own developing studio interests. Prerequisite: Word & Image II or Type II.

Credit 3 units.

F20 ART 339I Radical Design: Making Civic Experiences

Same as F20 239I and 439I. Juniors (only) register for F20 339I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions, and spaces that make up these large systems (like a police ticket or the layout of a courtroom), and it experiments with how redesigning these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds and craft the objects, procedures, and interactions that inhabit them. Along the way, we will discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

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

F20 ART 343X Digital Filmmaking: City Stories

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

Same as X10 XCORE 343
Credit 3 units.

F20 ART 344A Animation Tools and Methods

This course introduces a range of digital and analog production techniques for the practice of animation. It will also present fundamental concepts and issues that define this creative form. Prerequisite: Digital Studio or permission of instructor.

Credit 3 units. Art: FAAM, FADM

F20 ART 344X Digital Filmmaking: City Stories

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

Same as X10 XCORE 344X
Credit 3 units. EN: H

F20 ART 346X Shopping

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

Same as X10 XCORE 346X
Credit 3 units. Art: CPSC

F20 ART 347T Artist's Book

This course will examine the role of the book as an artifact of material culture. We will investigate definitions of the artist's book and current uses of the book form as metaphor in contemporary art. We will look at the work of artists such as Anselm Kiefer, Ann Hamilton, Rachel Whiteread, Kiki Smith, William Kentridge, Sophie Calle, Dieter Rot, and many others. In addition, we will look at the role of artist's books and publications in many 20th-century artistic movements. Course projects will center around the exploration of various types of editioned artworks, such as artist's multiples, mail art, zines, and more.

Credit 3 units.

F20 ART 351A Sound Environments

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

Credit 3 units. Art: FAAM EN: H

F20 ART 351B FOOD: Performative and Immersive

This studio/seminar course explores food and eating as elements to be considered historically and through the 5 senses. From the dawn of civilization, cultural customs have evolved around food, its production & consumption. Rituals were created to gather people around food & eating. We unpack personal & communal food experiences, consider the environments of those meals, & discover elements of both past & present. By creating immersive experiences, we deconstruct the mechanism of eating, exposing patterns and norms involved. The course culminates in a communal event in which students present their work as immersive installations. No prerequisites, junior or higher standing.

Credit 3 units.

F20 ART 352B Performing Solitude

Performing Solitude is a new elective studio with elements of a seminar, and it is open to students from across campus and suited most for upper-level undergraduates and graduate students in art, architecture, performing arts, music, and film & media studies departments. Performing Solitude invites students who are interested in creating interdisciplinary works that merge performance art with other forms of expression, including visual, digital, acoustic, textual and cinematic. Working with their own performing selves as a material in their art -- and with domestic or landscape space -- students will be invited to reconsider what performance art means in the age of a post-global, post-pandemic and post-digital universe in which the biological environment, including nature and their own bodies as part of it, continues to enact gestures and make aesthetic statements set against global histories. This studio incorporates elements of a seminar by way of discussing histories of performance art, performativity, and ritual as well as by supporting individually guided research and collaboration. During the semester, students will create two major performance-based works that incorporate other media of choice, such as film, music, text, or

installation. Student work will be documented and demonstrable in their portfolios. Several smaller improvised or in-class assignments will lead toward a final project accompanied by an artist text. Readings, lectures and invited guests will accompany this studio.

Credit 3 units. Art: FAAM

F20 ART 354A Special Topics in Visual Culture: The Illustrated Periodical

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Credit 3 units. Art: VC

F20 ART 354B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

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

F20 ART 358C Documentary Film

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required.

Credit 3 units.

F20 ART 362 Why Art Matters

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-

Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Credit 3 units. Art: VC EN: H

F20 ART 3713 Introduction to Book Binding

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

F20 ART 3714 Introduction to Book Binding

Same as F20 1714, 2714, 4714. Juniors (only) register for F20 3714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

F20 ART 378 Contemporary Discourses: Art + Feminism

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

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

F20 ART 3783 Special Topics in Visual Culture: Introduction to Illustration Studies

How have knowledge, opinion, and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course

explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed, and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery.
Credit 3 units. Art: FADM, VC

F20 ART 3823 The Italian Renaissance in the City of Florence

The Early Renaissance — also known as the *quattrocento* — usually denotes the period from circa 1400 to circa 1500. During those 100 years, Italy — particularly Florence — witnessed an extraordinary coming together of artistic talent, a passionate interest in the art and culture of Greek and Roman antiquity, a fierce sense of civic pride, and an optimistic belief in the classical concept of "Man as the measure of all things." This course examines the principal artists who contributed to this cultural revolution. In order to take full advantage of the special experience of studying the Renaissance in the very city of its birth, the stress is mainly, although not exclusively, on Florentine artists, including sculptors such as Donatello, Verrocchio, and Michelangelo, painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; and architects such as Brunelleschi and Alberti up to Sangalo.
Credit 3 units. Arch: HT, RW Art: AH

F20 ART 3824 The Italian Renaissance in the City of Florence

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice.
Credit 3 units. Art: AH EN: H

F20 ART 3827 Performance Art (Florence)

The course is open to all students, ready to get involved in shared creative experience, to discover new expression, which means — neither dance nor theatre talents nor athletic attitudes are required, but the availability to use body in warming up sessions will be necessary. This studio art course is dedicated to the aesthetics and the practice of performance. Although a studio course, there will be a strong theoretical aspect which aims to outline a historical and cultural framework that shows how performance art was born and traces how we comprehend the practice today. The aim of which is to better understand how this special, all-embracing art language will be understood in the future. Physical activities, along with actions involving individual exploration of public space, are fundamental to the creative process. Performance art needs bodies, it needs space, it needs action, it needs an audience. Students will come away from this course with a strong knowledge of these fundamental ideas.
Credit 3 units.

F20 ART 3843 Filming the Black Freedom Struggle in St. Louis

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

F20 ART 385B Beyond Words, Beyond Images: Representation After History

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the meta-city. Prompting students to consider their own practice in the context of public space, the seminar offers examples of projects that contribute to global cultural and political discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of students' evolving practice, leading toward the final project in a medium of choice. MFA VA students and graduate students in architecture are especially welcome. This is an upper-level course open to juniors, seniors, and graduate students only.
Credit 3 units. Art: FAAM, GFAH, VC

F20 ART 385D Art Seminar: Fantastic Voyage and Scales of Wonder

Affective encounters with scale -- encounters that make us aware of our bodies in relationship to the world around us -- occur broadly throughout human experience, from viewing miniature particles through the lens of a microscope to wandering through monumental architectural environments. Undeniably, scale and affect are integral to the lived experience and to the ways in which art, design and the built environment have developed over the past half century. Through lectures, discussions, and critical readings, *Fantastic Voyage and Scales of Wonder* will examine scale as a central theme to explore our encounters with built environments and designed objects alike. Readings and discussions will span media archeology and affect theory. This seminar will also examine the impact of such works as Charles and Ray Eames's 1968 documentary "The Powers of Ten" and the 1966 cult film "Fantastic Voyage" (which inspired Isaac Asimov's science fiction novel of the same name) on art, design and architecture today.
Credit 3 units. Art: FAAM, FADM

F20 ART 386B Beyond Words, Beyond Images:

Representation After History

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the meta-city. Prompting students to consider their own practice in the context of public space, this seminar offers examples of projects contributing to global cultural and political discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of students' evolving practice, leading toward the final project in a medium of choice. MFA VA candidates and graduate students in architecture are especially welcome.

Credit 3 units.

F20 ART 386X Public Practice

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

Same as X10 XCORE 386X

Credit 3 units.

F20 ART 387A Social Practice Art

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project.

Credit 3 units.

F20 ART 395F Freund Visiting Artist Laboratory

The studio/seminar will be taught by this year's visiting Freund Fellow who will be living in St Louis for the fall semester while preparing their solo exhibition at SLAM scheduled for next year. The class will be constructed and offered by the fellow with specific content details to be advertised later. The class will be a combination studio and seminar around a particular subject. Junior BFA, senior BFA and MFA students are eligible to enroll.

Credit 3 units.

F20 ART 396B Making Things That Function

Heidegger identified "things" as what objects become once they cease to perform their function in society. In this course, we seize that moment of dysfunction as a point for creative intervention. Students will design and make functional objects that engage the body with intention. The meaning of function will be debated so that students develop a definition based on their own values. Highly exaggerated, specific, or experimental works will be encouraged. Techniques for metal fabrication, simple woodworking, and mold-making will be taught in class, as needed. No previous experience is necessary. This course will benefit designers, artists, architects, and engineers, and it will explore the intersections of design and making among these fields. Prerequisite: 3D Design, Architecture 111 studio, or permission of instructor.

Credit 3 units. Art: FAAM, FADM

F20 ART 397A Lost in Space: Media Art and Immersive Environments

The participatory turn in art over the past five and a half decades has produced an array of immersive environments that enhance the viewer's perception of their body and heighten awareness of their bodily relationship to space. A key mechanism in this choreography often involves the optical representation of shadows and mirrors, captivating visual phenomena and/or moving projections. While some produce unique phenomenological experiences, others offer nuanced or explicit sociopolitical meaning. In any case, technology often activates many spatially oriented works, dramatically altering the tenor of the embodied experience while offering new ways for our technologically mediated sensoria to shape our sense of presence within the physical world. This primarily seminar-based course will explore installation art and immersive environments, many of which use evolving technologies or time-based media to affect the viewer's awareness of their bodily existence. Examples will include Olafur Eliasson's "Fog Room" and "Multiple Shadow Room," James Turrell's "Light Reignfall," Yayoi Kusama's "Infinity Mirror Rooms," Anish Kapoor's "Cloud Gate" and "Whirlpool," Jennifer Steinkamp's "Jimmy Carter," Krzysztof Wodiczko's "A House Divided," Cyprien Gaillard's "Nightlife," and Won Ju Lim's "California Dreamin'." This course will also explore how immersive spaces operate on different registers while reinforcing the viewer's recognition of themselves as doppelganger, as hybrid, or as Other. Students will learn how each work in its own way tinkers with the viewer's perception of their own bodily scale and encourages spectacular forms of engagement that reinforce corporeality.

Credit 3 units. Art: FAAM, FADM

F20 ART 401E Anatomy Figure Structure

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A).

Same as F20 ART 301E

Credit variable, maximum 3 units. Art: FAAM

F20 ART 402 Drawing

An advanced drawing course for third- and fourth-year students. Individualized instruction allows students to explore various media and stylistic approaches in both figurative and nonfigurative modes.

Same as F20 ART 302

Credit 3 units. Art: FAAM EN: H

F20 ART 403B Collage: History & Practice in Contemporary Art

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.

Same as F20 ART 303B

Credit 3 units.

F20 ART 404B Collage: History & Practice in Contemporary Art

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.

Same as F20 ART 304B

Credit 3 units. Art: FAAM

F20 ART 408B Engaging Community: Understanding the Basics

What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. This course pairs with "Engaging St. Louis: Sites, Stories, and the Struggle for Racial Justice" [working title]. It may count toward the minor in Creative Practice for Social Change if bundled with "You Are Here: St. Louis' Racial History Through Sites and Stories."

Same as F20 ART 308B

Credit 1.5 units. Art: CPSC

F20 ART 409B Eco-Art

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envisions our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoinventions, social sculpture, and community activism. The course is organized around art

historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Same as F20 ART 309B

Credit 3 units. Art: CPSC

F20 ART 411 Painting

Same as F20 111, 211, 311. Seniors (only) register for F20 411. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 411T The Poetics of Image-Making: People, Place & Space

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

Credit 3 units. Art: FAAM

F20 ART 411U The Language of Moving Images

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design.

Same as F20 ART 311U

Credit 3 units.

F20 ART 412 Painting

Same as F20 112, 212, 312. Seniors (only) register for F20 412. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure.

The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

F20 ART 412P Painting: The Painted Figure

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live

model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.

Same as F20 ART 312P

Credit 3 units. Art: FAAM EN: H

F20 ART 413F Sculpture: Foundry

Same as F20 113F, 213F, 313F - Seniors (only) register for F20 413F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

School of Art major and non-art students pursuing an art minor will have priority.

Credit 3 units. Art: FAAM EN: H

F20 ART 413G Sculpture: Wood

Same as F20 113G, 213G, 313G - Seniors (only) register for F20 413G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. School of Art majors and non-art students pursuing an art minor will have priority.

Credit 3 units. Art: FAAM EN: H

F20 ART 413H Sculpture: Blacksmithing

Same as F20 113H, F20 213H, and F20 413H; juniors (only) register for F20 313H. This course is an introduction to blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material, and it offers enormous possibilities for three-dimensional form. In this course, we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 313H

Credit 3 units. Art: FAAM EN: H

F20 ART 413I Sculpture: Metal Fabrication

Same as F20 113I, F20 213I, and F20 413I; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Same as F20 ART 313I

Credit 3 units. Art: FAAM EN: H

F20 ART 413J Digital Fabrication for Object Making

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to

design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Same as F20 ART 313J

Credit 3 units. Art: FAAM, FADM

F20 ART 413Q Compositions in Clay

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 313Q

Credit 3 units. Art: FAAM

F20 ART 414F Sculpture: Foundry

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Same as F20 ART 314F

Credit 3 units. Art: FAAM EN: H

F20 ART 414G Sculpture: Wood

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

Credit 3 units. EN: H

F20 ART 414H Sculpture: Blacksmithing

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 314H

Credit 3 units. Art: FAAM EN: H

F20 ART 414I Sculpture: Metal Fabrication

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.

Same as F20 ART 314I

Credit 3 units. Art: FAAM EN: H

F20 ART 414R Digital Fabrication for Object Makers

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Same as F20 ART 314R

Credit 3 units. Art: FAAM, FADM

F20 ART 415 Printmaking

Same as F20 115, F20 215, and F20 415; juniors (only) register for F20 315. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 315

Credit 3 units. Art: FAAM EN: H

F20 ART 415F Printmaking: Call and Response

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

Credit 3 units.

F20 ART 415T Printmaking: Contemporary Processes

This course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 315T

Credit 3 units.

F20 ART 416 Printmaking

Same as F20 116, F20 216, and F20 416; juniors (only) register for F20 316. This course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Same as F20 ART 316

Credit 3 units. Art: FAAM EN: H

F20 ART 416T Printmaking for Architecture and Art Students

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media.

The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.

Same as F20 ART 316T

Credit 3 units. Art: FAAM EN: H

F20 ART 416U Printmaking: Print Installation, Multiples, and Site Specificity

This course explores a range of basic techniques-silkscreen, block printing, and risograph, for example-to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites

Same as F20 ART 316U

Credit 3 units. Art: FAAM

F20 ART 417M Architecture Through the Photographic Lens

Same as F20 117M, F20 217M, and F20 417M; juniors (only) register for F20 317M. Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include the building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range

of artists and architects, which helps them to build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques, and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required.

Same as F20 ART 317M
Credit 3 units. Art: FAAM

F20 ART 417N Contemporary Portraiture

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

Same as F20 ART 317N
Credit 3 units. Art: FAAM

F20 ART 417O Drone Photography

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

Credit 3 units.

F20 ART 417P Drone Photography

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

Same as F20 ART 317P
Credit 3 units. Art: CPSC, FAAM EN: H

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

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.

Credit 3 units.

F20 ART 417T Discourses in Contemporary Photography

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.

Same as F20 ART 317T
Credit 3 units. Art: FAAM

F20 ART 4186 Black-and-White Photography

Only graduate students register for F20 4186. Undergraduate students register for F20 1186. This course provides an introduction to the fundamentals of black and white photography. There is emphasis on the control of film, paper, and black-and-white photographic processes in the classical fine arts tradition. Topics may include portrait, landscape, street photography, the figure, and contemporary issues in photography.

Credit 3 units. Art: FAAM EN: H

F20 ART 419 Ceramics

Same as F20 119, 219, 319 - Seniors (only) register for F20 419. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

F20 ART 419J Structural Ceramics

This course is designed for advancing study in 3D practices within clay processes and in sculpture. Several techniques in clay will be explored, and hand-building will be emphasized. Methods of creating will include coiling, slab building, casting, and subtractive modeling. In this course, we will understand and research clay as a material that engages in structure and introduces new sculptural ideas that define scale, balance, form, and so on. Surface design with cold finishes and glazes, firing processes, and mold making will be explored as means of building and finishing content. Discussions and presentations will focus on the history and contemporary traditions of ceramic structures and sculptures. Emphasis will be placed on the critical assessment and articulation of material.

Same as F20 ART 319J
Credit 3 units. Art: FAAM

F20 ART 420 Ceramics

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.
Same as F20 ART 320
Credit 3 units. Art: FAAM EN: H

F20 ART 420J Ceramics: Introduction to Hand-Building

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.
Same as F20 ART 320J
Credit 3 units. Art: FAAM

F20 ART 420K Ceramics: Molds and Multiples

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.
Same as F20 ART 320K
Credit 3 units. Art: FAAM

F20 ART 420L Ceramics: Processes and Practices

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.
Same as F20 ART 320L
Credit 3 units. Art: FAAM

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

Same as F20 123F, 223F, 323F - Seniors (only) register for F20 423F. University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design

for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design
Credit 3 units. Art: CPSC, FADM EN: H

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

Same as F20 123L, 223L, 323L - Seniors (only) register for F20 423L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.
Credit 3 units. Art: CPSC, FADM

F20 ART 425I Making Comics

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

F20 ART 425J Sculpting Realities

This course investigates new digital technologies -- particularly mixed, augmented, and virtual reality -- through the consideration of one critical question: "What does it mean to be real?" Students will learn the basics for making works of art, design, and architecture in alternative realities through 3D scanning, 3D modeling, and immersive world building. In addition to tutorials and multidisciplinary collaborative studio projects, students will investigate issues of reality and the use of alternative reality tools through readings, discussions, presentations, and other dialogues. The semester will culminate in a final project that translates a physical experience or artifact into a digital one.
Same as F20 ART 325J
Credit 3 units. Art: FADM

F20 ART 426J Design Within Context: Scroll to Screen

This course traces the history of graphic design from the origins of ancient writing systems to the turn of this century, with content that is organized both chronologically and thematically. We will examine the work and methodologies of design movements and participants, and we will critically consider the reciprocal relationship with cultural shifts, sociopolitical factors, and

technologies. Focus will lie heavily upon Western European tradition in the 20th century. This course counts toward the degree program as an Art History/Visual Culture elective, and and it also counts toward the design minor.

Same as F20 ART 326J
Credit 3 units. Art: FADM, VC

F20 ART 427A History of Photography

Same as F20 127A, 227A, 327A - Seniors (only) register for F20 427A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 428A History of Photography

Same as F20 128A, 228A, 328A - Seniors (only) register for F20 428A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

F20 ART 428C Documentary Film

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required.

Same as F20 ART 328C
Credit 3 units. Art: FAAM

F20 ART 428D Experimental Photography: Cameraless to Polaroid, Form to Content

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Same as F20 ART 328D
Credit 3 units. Art: FAAM

F20 ART 428E Making Documentaries in the Time of Covid

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos.

Same as F20 ART 328E
Credit 3 units. Art: CPSC, FAAM

F20 ART 428X Color Systems

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

Same as F20 ART 328X
Credit 3 units. Art: FAAM, FADM

F20 ART 429G Visualizing Otherness: Race, Gender and Class

The thematic focus of this studio is "the other". As we witness a global uprising and comprehensive public dialogue in response to police violence against African-Americans and the systemic racism that pervades American culture, students explore the artist's place in the power dynamics of mobilizing, re-contextualizing, and retelling stories that push against narrow, established norms. Otherness is not only linked with race, it is also deeply entrenched in sexism, xenophobia, transphobia, and classism. This courses uses video and performance as platforms of artistic expression to engage with and move the dialogue forward. Class time will be divided between lectures, presentations, group discussions, and producing artwork. No prerequisites.

Same as F20 ART 329G
Credit 3 units. Art: CPSC, FAAM

F20 ART 433 Basic Illustration

Same as F20 133, 233, 333. Seniors (only) register for F20 433. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Credit 3 units. Art: FADM EN: H

F20 ART 434 Basic Illustration

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.
Same as F20 ART 334
Credit 3 units. Art: FADM EN: H

F20 ART 434A Advanced Drawing: Affective Stills and the Moving Image

Marked is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image-making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research, students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: Drawing (F10 101A or 102A).
Same as F20 ART 334A
Credit 3 units. Art: FAAM

F20 ART 435G The Licensed Image: Development and Distribution

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.
Same as F20 ART 335G
Credit 3 units. Art: FADM EN: H

F20 ART 435J Introduction to Animating in Three Dimensions

Same as F20 135J, 235J, 335J - Seniors (only) register for F20 435J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: F10 101 (Drawing) or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

F20 ART 435K Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.
Same as F20 ART 335K
Credit 3 units. Art: FADM

F20 ART 435O Drawing as Thinking

Same as F20 135O, F20 235O, F20 335O. Seniors (only) register for F20 435O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.
Credit 3 units.

F20 ART 435P Structuring Data for Effective Visualization

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML, and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility.
Credit 1 unit. Art: FADM

F20 ART 4361 Advertising I

Same as F20 1361, F20 2361, and F20 4361; juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy. It engages students, hands-on, in the processes of professional practice. The course consists of presentations and discussions of contemporary work, and it provides students with opportunities to create advertising campaigns across broad product and service categories and across a range of media. Major emphasis is placed on the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.
Same as F20 ART 3361
Credit 3 units. Art: FADM EN: H

F20 ART 4362 Advertising I

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Same as F20 ART 3362

Credit 3 units. Art: FADM EN: H

F20 ART 4363 Advertising in the Digital Age

Same as F20 1363, F20 2363, and F20 4363; juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and it explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior, including the ability to "opt out"; and the advertising industry's adaptation to digital technologies. Finally, we will speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Same as F20 ART 3363

Credit 3 units. Art: FADM

F20 ART 4364 Advertising in the Digital Age

Same as F20 1364, 2364, 3364. Seniors (only) register for F20 4364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

F20 ART 4365 History of Advertising

Same as F20 1365, 2365, 3365 - Seniors (only) register for F20 4365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

F20 ART 4366 History of Advertising

Same as F20 1366, F20 2366, and F20 4366; juniors (only) register for F20 3366. This course cover the historical, cultural, and technological development of advertising in America from the colonial period to the present. It will examine, through various media forms, key advertisements and campaigns, the creatives

who made them, the technologies used to create them, and the changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit, five-page essays.

Same as F20 ART 3366

Credit 3 units. Art: FADM EN: H

F20 ART 436A Interaction Design: Understanding Health and Well-Being

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Same as F20 ART 336A

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

F20 ART 436G The Licensed Image: Development and Distribution

Same as F20 136G, 236G, 336G. Seniors (only) register for F20 436G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

F20 ART 436I Communication Design I

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Same as F20 ART 336I

Credit 3 units. Art: FADM EN: H

F20 ART 436J Introduction to Animating in Three Dimensions

Same as F20 136J, 236J, 336J. Seniors (only) register for F20 436J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character-driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisites: Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

F20 ART 436K Communication Design II

Same as F20 136K, 236K, 336K. Seniors (only) register for F20 436K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisite: Communication Design I. Credit 3 units. Art: FADM EN: H

F20 ART 436L Animated Worlds

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor. Same as F20 ART 336L. Credit 3 units. Art: FADM

F20 ART 437A Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A
Credit 3 units. Art: FADM

F20 ART 437T Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional. Same as F20 ART 337T. Credit 3 units. Art: FADM EN: H

F20 ART 438A Enchanted Objects: Material Culture

Some objects are "magical," possessing a kind of allure that leads us to spend money we don't have, collect obsessively, or behave differently. Other objects are "dangerous" and "taboo," inspiring disturbing thoughts and actions. This course considers our complex relationship to things and explores their powers of enchantment, which cannot be separated from their status as commodities or what Marx called crystallized labor and creative energy. What gives objects potency, value, and significance? What social-psychological and political purposes and what regimes of commodification and power do they serve? We will engage in discussion and object studies and draw upon work from many fields, both creative and scholarly. Same as F20 ART 338A. Credit 3 units. Art: VC EN: H

F20 ART 438B Illustration Entrepreneur

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products. Same as F20 ART 338B. Credit 3 units. Art: FADM

F20 ART 438J Advanced Animation

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced

course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J

Credit 3 units. Art: FADM EN: H

F20 ART 438S Visual Principles for the Screen

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S

Credit 3 units. EN: H

F20 ART 438T Transdisciplinary Design

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Same as F20 ART 338T

Credit 3 units.

F20 ART 439I Radical Design: Making Civic Experiences

Same as F20 239I, 339I. Seniors (only) register for F20 439I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket, or the layout of a courtroom), and experiments with how re-designing these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.

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

F20 ART 440A History of Communication Design

Same as F20 340A. Seniors (only) register for F20 440A. Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work.

Credit 3 units. Art: FADM EN: H

F20 ART 440T Advanced Visual Principles for the Screen

This course explores user-centered interface design for screen-based, interactive experiences. Applying information design principles and programming design strategies, students will create advanced functional prototypes while practicing the UX/UI process, including research, content architecture, wireframing, usability testing, visual design and iterative development. Students will deliver responsive websites and mobile applications, investigate the unique possibilities of mobile devices, and consider alternate digital canvases. The course will emphasize clear organization and communication, typographic refinement and visual execution. Studio work will be supported by lectures and readings. Prerequisites: Visual Principles for the Screen, Word and Image I, or Interaction Foundations, or by permission from the instructor

Credit 3 units. Art: FADM

F20 ART 444A Animation Tools and Methods

This course introduces a range of digital and analog production techniques for the practice of animation. It will also present fundamental concepts and issues that define this creative form. Prerequisite: Digital Studio or permission of instructor.

Same as F20 ART 344A

Credit 3 units. Art: FAAM, FADM

F20 ART 447T Artist's Book

This course will examine the role of the book as an artifact of material culture. We will investigate definitions of the artist's book and current uses of the book form as metaphor in contemporary art. We will look at the work of artists such as Anselm Kiefer, Ann Hamilton, Rachel Whiteread, Kiki Smith, William Kentridge, Sophie Calle, Dieter Rot, and many others. In addition, we will look at the role of artist's books and publications in many 20th-century artistic movements. Course projects will center around the exploration of various types of editioned artworks, such as artist's multiples, mail art, zines, and more.

Same as F20 ART 347T

Credit 3 units.

F20 ART 448I The Illustrated Book: Design and Production

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.

Credit 3 units. EN: H

F20 ART 451A Sound Environments

This course explores sound and musical composition in a digital format, functioning as a sculptural, spatial, psychological, and architectural intervention. The course offers an introduction to current sound art practices and examines how sound projects are capable of altering our sense of space and time. Sonic space necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of sound recording and editing software and

hardware, with the goal of composing sound works for space and for headphones. Readings pertaining to current developments in contemporary experimental music and sound art as well as regular writing assignments accompany the course.
Same as F20 ART 351A
Credit 3 units. Art: FAAM EN: H

F20 ART 451B FOOD: Performative and Immersive

This studio/seminar course explores food and eating as elements to be considered historically and through the 5 senses. From the dawn of civilization, cultural customs have evolved around food, its production & consumption. Rituals were created to gather people around food & eating. We unpack personal & communal food experiences, consider the environments of those meals, & discover elements of both past & present. By creating immersive experiences, we deconstruct the mechanism of eating, exposing patterns and norms involved. The course culminates in a communal event in which students present their work as immersive installations. No prerequisites, junior or higher standing.
Same as F20 ART 351B
Credit 3 units.

F20 ART 452B Performing Solitude

Performing Solitude is a new elective studio with elements of a seminar, and it is open to students from across campus and suited most for upper-level undergraduates and graduate students in art, architecture, performing arts, music, and film & media studies departments. Performing Solitude invites students who are interested in creating interdisciplinary works that merge performance art with other forms of expression, including visual, digital, acoustic, textual and cinematic. Working with their own performing selves as a material in their art -- and with domestic or landscape space -- students will be invited to reconsider what performance art means in the age of a post-global, post-pandemic and post-digital universe in which the biological environment, including nature and their own bodies as part of it, continues to enact gestures and make aesthetic statements set against global histories. This studio incorporates elements of a seminar by way of discussing histories of performance art, performativity, and rituality as well as by supporting individually guided research and collaboration. During the semester, students will create two major performance-based works that incorporate other media of choice, such as film, music, text, or installation. Student work will be documented and demonstrable in their portfolios. Several smaller improvised or in-class assignments will lead toward a final project accompanied by an artist text. Readings, lectures and invited guests will accompany this studio.

Same as F20 ART 352B
Credit 3 units. Art: FAAM

F20 ART 454A Special Topics in Visual Culture: The Illustrated Periodical

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the

considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.
Same as F20 ART 354A
Credit 3 units. Art: VC

F20 ART 454B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.
Same as F20 ART 354B
Credit 3 units. Art: FADM, VC EN: H

F20 ART 457C Radical Mapping

Maps are instruments of power. We have seen this, for example, in the racially motivated "redlined" maps that legitimized urban clearings of entire neighborhoods in American cities during the 1930s. However, maps are also instruments of resistance, for visualizing lived experiences, and for critiquing political systems and relationships of power. Maps are tools for pinpointing accountability. This course will introduce students to the agency and potential of maps and mapping, which is a skillset that all designers need in the face of our current moment of social and environmental justice collapse -- a moment that has long been occurring. The course will cover interdisciplinary theories of mapping, critical cartography, and visualizing power as students build an "atlas of spatial politics" centered on Ferguson, Missouri, and the surrounding St. Louis region. This atlas will build on a body of work already underway that together is likely to culminate in a publication. An introduction to GIS software and data sources will be provided, and basic knowledge of Adobe Illustrator drawing software is necessary.
Same as A46 ARCH 457C
Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

F20 ART 462 Why Art Matters

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O'Brien argues, because it teaches us how we matter.
Same as F20 ART 362
Credit 3 units. Art: VC EN: H

F20 ART 4664 Study Abroad - Berlin Sommerakademie

This seminar explores the international contemporary art center, Berlin, through artist studio and museum visits and discussions with curators and scholars. This course offers a unique context to explore various modes of cultural production in relation to the material, social and political conditions of the city. Berlin's memorial sites that bore witness to the city's traumatic past during the Third Reich and Cold War division as well as its global presence further provide the opportunity to examine context-driven work. The seminar meets seven or eight times prior to departure and over the course of approximately one month in Berlin and Venice, where the program culminates at the Biennale. This course counts as an elective or toward the 18 units of art history required for the MFA degree.
Same as F20 ART 5664
Credit 3 units. EN: H

F20 ART 4713 Introduction to Book Binding

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.
Same as F20 ART 3713
Credit 3 units. Art: FADM EN: H

F20 ART 478 Contemporary Discourses: Art + Feminism

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.
Same as F20 ART 378
Credit 3 units. Art: CPSC, FAAM, VC EN: H

F20 ART 4783 Special Topics in Visual Culture: Introduction to Illustration Studies

How have knowledge, opinion and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception,

how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery. No prerequisites; 200 level open to students across the university. Counts toward design minor.
Credit 3 units. Art: FADM, VC

F20 ART 485B Beyond Words, Beyond Images: Representation After History

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the meta-city. Prompting students to consider their own practice in the context of public space, the seminar offers examples of projects that contribute to global cultural and political discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of students' evolving practice, leading toward the final project in a medium of choice. MFA VA students and graduate students in architecture are especially welcome. This is an upper-level course open to juniors, seniors, and graduate students only.
Same as F20 ART 385B
Credit 3 units. Art: FAAM, GFAH, VC

F20 ART 485D Art Seminar: Fantastic Voyage and Scales of Wonder

Affective encounters with scale -- encounters that make us aware of our bodies in relationship to the world around us -- occur broadly throughout human experience, from viewing miniature particles through the lens of a microscope to wandering through monumental architectural environments. Undeniably, scale and affect are integral to the lived experience and to the ways in which art, design and the built environment have developed over the past half century. Through lectures, discussions, and critical readings, *Fantastic Voyage and Scales of Wonder* will examine scale as a central theme to explore our encounters with built environments and designed objects alike. Readings and discussions will span media archeology and affect theory. This seminar will also examine the impact of such works as Charles and Ray Eames's 1968 documentary "The Powers of Ten" and the 1966 cult film "Fantastic Voyage" (which inspired Isaac Asimov's science fiction novel of the same name) on art, design and architecture today.
Same as F20 ART 385D
Credit 3 units. Art: FAAM, FADM

F20 ART 487A Social Practice Art

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project.
Same as F20 ART 387A
Credit 3 units.

F20 ART 495F Freund Visiting Artist Laboratory

The studio/seminar will be taught by this year's visiting Freund Fellow who will be living in St Louis for the fall semester while preparing their solo exhibition at SLAM scheduled for next year. The class will be constructed and offered by the fellow with specific content details to be advertised later. The class will be a combination studio and seminar around a particular subject. Junior BFA, senior BFA and MFA students are eligible to enroll. Same as F20 ART 395F
Credit 3 units.

F20 ART 497A Lost in Space: Media Art and Immersive Environments

The participatory turn in art over the past five and a half decades has produced an array of immersive environments that enhance the viewer's perception of their body and heighten awareness of their bodily relationship to space. A key mechanism in this choreography often involves the optical representation of shadows and mirrors, captivating visual phenomena and/or moving projections. While some produce unique phenomenological experiences, others offer nuanced or explicit sociopolitical meaning. In any case, technology often activates many spatially oriented works, dramatically altering the tenor of the embodied experience while offering new ways for our technologically mediated sensoria to shape our sense of presence within the physical world. This primarily seminar-based course will explore installation art and immersive environments, many of which use evolving technologies or time-based media to affect the viewer's awareness of their bodily existence. Examples will include Olafur Eliasson's "Fog Room" and "Multiple Shadow Room," James Turrell's "Light Reignfall," Yayoi Kusama's "Infinity Mirror Rooms," Anish Kapoor's "Cloud Gate" and "Whirlpool," Jennifer Steinkamp's "Jimmy Carter," Krzysztof Wodiczko's "A House Divided," Cyprien Gaillard's "Nightlife," and Won Ju Lim's "California Dreamin'." This course will also explore how immersive spaces operate on different registers while reinforcing the viewer's recognition of themselves as doppelganger, as hybrid, or as Other. Students will learn how each work in its own way tinkers with the viewer's perception of their own bodily scale and encourages spectacular forms of engagement that reinforce corporeality.
Same as F20 ART 397A
Credit 3 units. Art: FAAM, FADM

Sam Fox School of Design & Visual Arts

Ralph J. Nagel Dean

Carmon Colangelo (<https://samfoxschool.wustl.edu/people/faculty/90-carmon-colangelo/>)

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

Associate Dean

Nicole Allen (<https://samfoxschool.wustl.edu/people/staff/23-nicole-allen/>)

MA, MBA, University of Wisconsin

Associate Dean of Students

Joseph Fitzpatrick

MEd, Upper Iowa University

Associate Dean for Finance

Bobbe Winters (<https://samfoxschool.wustl.edu/people/staff/133-bobbe-winters/>)

MBA, Washington University

College of Architecture/Graduate School of Architecture & Urban Design

Heather Woofter (<https://samfoxschool.wustl.edu/people/faculty/190-heather-woofter/>)

Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MArch, Harvard University

College of Art/Graduate School of Art

Amy Hautt (<https://samfoxschool.wustl.edu/people/faculty/43-amy-hautt/>)

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

Mildred Lane Kemper Art Museum

Sabine Eckmann (<https://samfoxschool.wustl.edu/people/staff/93-sabine-eckmann/>)

William T. Kemper Director and Chief Curator
PhD, University of Erlangen–Nürnberg

About Us

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

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu/>), the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker

spaces (<https://samfoxschool.wustl.edu/places/facilities/>), a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology (<https://arthistory.wustl.edu/>) in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library (<https://library.wustl.edu/locations/artarch/>), and the D.B. Dowd Modern Graphic History Library (<https://library.wustl.edu/collecting-area/mghl/>).

Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 300 undergraduate and 40 graduate students in Art as well as 200 undergraduate and 225 graduate students in Architecture. In all, they represent 18 countries, 43 states, the District of Columbia, and Puerto Rico. Roughly 30% of undergraduates pursue combined studies with another university area.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies are being offered, and a new program of exhibition studies is under development.
- International studios in Barcelona, Berlin, Buenos Aires and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice (<https://samfoxschool.wustl.edu/collaborations/socially-engaged-practice/>).

Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects (<https://www.aia.org/>) alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum (<https://www.kemperartmuseum.wustl.edu/>) maintains a vital program of exhibitions, publications and educational events. Major thematic shows are drawn from institutions and private collections around the world, highlighting nationally and internationally emerging artists. The acclaimed permanent collection includes key works by modern and contemporary artists, from Henri Matisse, Pablo Picasso and Jackson Pollock to Christian Boltanski, Candida Hofer and Olafur Eliasson.

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

A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895 by Frederick Law Olmsted, the founder of American landscape architecture.

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

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

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

William K. Bixby Hall, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book ([https://samfoxschool.wustl.edu/places/facilities/15-nancy-spirtas-kranzberg-studio-for-the-](https://samfoxschool.wustl.edu/places/facilities/15-nancy-spirtas-kranzberg-studio-for-the-illustrated-book/)

[illustrated-book/](https://samfoxschool.wustl.edu/places/facilities/15-nancy-spirtas-kranzberg-studio-for-the-illustrated-book/)). The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press (<https://islandpress.samfoxschool.wustl.edu/>), a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

Joseph B. Givens Hall has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu/>), completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology (<https://arthistory.wustl.edu/>).

Lecture Series

The Sam Fox School invites distinguished academics and professionals to lecture (<https://samfoxschool.wustl.edu/calendar/series/2-public-lecture-series/>), attend critiques and visit major studios.

Email: samfoxschool@wustl.edu
Website: <https://samfoxschool.wustl.edu/academics/college-of-art/>

Degree Requirements

To receive a degree from the College of Art, a student must meet the requirements and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

The specified number of units in the areas below are required for the BFA and BA degrees, in addition to major and additional elective requirements. (Specific courses that meet these requirements are listed in the College of Arts & Sciences section.)

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

Humanities: Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses designated "Art HUM" fulfill this requirement.

Natural Sciences or Mathematics: These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses designated "Art NSM" fulfill this requirement.

Social and Behavioral Sciences: These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses designated "Art SSC" fulfill this requirement.

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

Bachelor of Fine Arts Degree

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
History of Western Art, Architecture & Design	3
Introduction to Modern Art, Architecture & Design	3
Additional art history or visual culture	9
Total	27

Art/Design Foundation	
Drawing I	3
2D Design	3
3D Design	3
Digital Studio	3
Practices in Art + Design	1
Total	13

Major Area Requirements	
Sophomore Studios	
Junior and Senior Studios	
Capstone	
Total	39

Architecture, Art or Design electives	12
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering*	30
Total Credit Units Required	121

This curriculum includes the capstone studio for all seniors in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

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

Bachelor of Arts Degree

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
Art history or visual culture	6
Total	18

Art/Design Foundation	
Select two from Drawing, 2D Design, 3D Design, Design Across Disciplines	6
Digital Studio	3
Total	9

Major Area Requirements	
Sophomore Studios	6
Junior and Senior Studios	9
Architecture, Art or Design electives	12
Total	27

Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering*	66
Total Credit Units Required	120

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

Academic Honors & Awards

Dean's List: In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.5 or higher during a semester will be cited on the Dean's List.

Latin Honors: Graduating Bachelor of Fine Arts or Bachelor of Arts degree students may also be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

Prizes and Awards

The Scholars in Art Program provides named scholarship funds that have been donated to the university by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process.

Academic Scholarships

The College of Art offers one full-tuition and up to five partial-tuition scholarships each year solely on the basis of merit. Applicants for this award may also qualify for scholarship aid based on need and will be considered for this as well. The full-tuition Conway or Proetz Scholarship is awarded to an entering first-year student whose artistic and academic potential is judged outstanding by a faculty selection committee. The scholarship is supported by two endowed funds. The Fred Conway Scholarship was established in memory of a distinguished professor of painting in the College of Art. The Arthur and Esther Proetz Scholarship was established to honor the commitment and dedication to the arts of these two individuals.

Competition is national in scope, with finalists invited each year to visit the College of Art at the college's expense. At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, assuming continued academic and artistic excellence.

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

1. They have a strong high school transcript.
2. Their SAT or ACT scores are in the upper range. (These tests are optional for 2022 and 2023.)

To enter the competition, the applicant must follow the usual admission application procedures by completing a Washington University first-year application and sending a digital portfolio of artwork. Portfolios should be submitted through Slideroom.

Awards and Prizes

Several awards are made each year to art students who are selected by the faculty. These awards and prizes include the following:

- The Paul Edward Birdsall Award in Visual Communications
- The Susan Sanders Block Silver Ripper Award in Fashion Design
- The Belle Cramer Award in Printmaking
- The Eda L. and Clarence C. Cushing Memorial Prize in Painting
- The Anne Fuller Dillon Prize in Graphic Communications
- The Mary Cowan Harford Award in Watercolor
- The Marsha Hertzman Blasingame Award in Printmaking
- The Morris M. Horwitz Award in Photography

- The Hazel H. Huntsinger Memorial Prize in Painting
- The Caroline Risque Janis Prize in Sculpture
- The Nancy Spirtas Kranzberg Illustrated Book Award
- The John J. and Marjory B. Lewin Photography Prize
- The Peter Marcus Prize in Printmaking
- The Dominic Michael Silver Scissors Designer of the Year Award
- The John T. Milliken Foreign Travel Award
- The Al Parker Award for Excellence in Illustration
- The Jayne Ball Rousseau Memorial Prize in Graphic Communications
- The Margo Trump Memorial Award
- The Jack Unruh Award in Illustration
- The Jeffrey Frank Wacks Scholarship Award
- The Lillie Willemssen Prize

Policies

To receive the Bachelor of Fine Arts or Bachelor of Arts degree, students must meet the requirements of the College of Art and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, engineering, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in University College do not count toward degree requirements.

Enrollment Status

Definitions of *full-time study*, *half-time study*, and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

Sam Fox School of Design & Visual Arts Grievance Procedures

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

Grade Dispute Policy

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

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

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

Integrity and Ethical Conduct

Washington University and the Sam Fox School of Design & Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to

abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies (<https://wustl.edu/about/compliance-policies/>) page of the university's website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies (<https://samfoxschool.wustl.edu/resources-and-opportunities/?filter=46#main>) and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement (<https://studentconduct.wustl.edu/academic-integrity/>) for additional information.

Non-Academic Concerns

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

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

Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar (<https://registrar.wustl.edu/university-policy-information/>).

Attendance

The College of Art allows the instructor of each course to decide how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

Prerequisites

Students enrolling in art or design courses without the prerequisites must seek permission from the instructor; registration without this permission does not guarantee enrollment in the course.

Digital Technologies

Technology plays a critical role in the educational experience. The College of Art is committed to the integration of relevant technology into the curriculum. Students are required to have a specified computer and software beginning with the first semester of study. Supplemental purchases (e.g., monitors, scanners, tablets) may be necessary as students advance and declare a major. Information is available on our Digital Technologies webpage (<https://samfoxschool.wustl.edu/resources-and-opportunities/digital-technologies/undergraduate-art-design/>).

Units and Grades

In the College of Art, one semester unit of credit is assigned for every two hours of work completed in class and one hour of work completed outside of class per week for one semester. A student's undergraduate grade-point average is determined by dividing the number of grade points earned by the number of semester units for which grades of A, B, C, D or F have been recorded. Grades of P# and F# received for courses taken on a pass/fail basis are not figured into the GPA. A grade of C- or better must be received in major classes during the second, third and fourth years to count toward degree requirements. Students must maintain a minimum 2.0 cumulative GPA in order to graduate.

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

Grade	Meaning	Points per Unit
A+		4.0
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P#	Pass (P/F option)	
F#	Fail (P/F option)	
I	Course work incomplete	
W	Withdraw (non-leave of absence)	
WLA	Withdraw (leave of absence)	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	
X	Examination not taken	

Grades of I, X and N will become grades of F if the deficiency is not made up within the next two semesters of residence. For a course that is repeated, students earn credit and grade points based on the second grade received.

The WLA grade is only for undergraduate students who withdraw from all semester course work with an approved medical leave of absence.

Pass/Fail Option

A student may take one non-art course per semester on a pass/fail basis (exclusive of courses that must be taken pass/fail). Any additional courses taken pass/fail in a given semester will not be counted toward the degree. All courses with an F10 or F20 department number must be taken for credit, unless otherwise noted. Any course taken to fulfill the writing requirement must be taken for credit.

Incomplete Grades

If, following the last day for withdrawal from courses, a student experiences medical or personal problems that make the satisfactory completion of course work unlikely, they may request a grade of I (incomplete) from one or more instructors and should take the following steps:

1. Discuss the request with the instructor before the final critique or portfolio review.
2. With the instructor's consent, complete an Incomplete Grade Petition, which is then signed by both the instructor and the student. The instructor is under no obligation to award a grade of I (incomplete).
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

Repeating a Course

When a student retakes a course, both registrations will show on the transcript. If the second grade is equivalent to or better than the first, the first grade may be changed to an R to indicate the retake. If the second grade is lower, both grades will remain on the transcript, with degree credit allowed for only one of the enrollments.

Courses completed at institutions other than Washington University are not applicable under this policy.

Independent Study

Opportunities for independent study are available to undergraduate students. Registration in an independent study requires the student to submit a written proposal and to obtain the approval of the sponsoring faculty and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

Study Abroad

The Sam Fox School offers semester or summer study abroad programs (<https://samfoxschool.wustl.edu/academics/international-programs/>) in Florence, Italy. Undergraduate students are also eligible to participate in the university's study abroad programs (<https://overseas.wustl.edu/>).

Minimum and Maximum Loads

Students must enroll in an average of 15 to 16 units each semester to complete degree requirements in eight semesters. It is strongly recommended that students enroll in no more than 18 units each semester in order to focus on studios and required courses.

Full-time enrollment is 12 units. Enrollment below 12 units may be granted only with the consent of the associate dean of students.

Enrollment over 21 units is not allowed.

Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree.

Transfer Credit

A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA. College courses taken to earn credit for high school graduation will not be considered for transfer. Washington University does not transfer credits for courses taken online. No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

Major Declaration and Transfer

A student declares their major by using the university's online registration system (WebSTAC). A student must declare a major no later than the beginning of the spring semester of the sophomore year. Once a student has declared a major, they must be approved to change to another major. Students requesting to change their major must be in good academic standing. Credit transfers between majors are at the discretion of the program chair.

Interdivision Transfer Policy: Transferring Into the College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may apply to transfer into the College of Art. Transfer requests must be made in WebSTAC by the last day of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

Minimum Criteria

The following requirements must be met for an internal (interdivision) transfer into the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a BFA or BA degree in the College of Art in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
4. Be in good academic standing.

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Art.

Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname_01.jpg (e.g., Smith John_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a Box folder that the student will be informed how to access.

To Begin the Transfer Process

1. Log into WebSTAC and select "Change WU School" under the "Academics" tab.
2. Upload the portfolio and image list to Box as instructed.
3. Meet with the associate dean of students for an interview and portfolio review. Contact information for the associate dean is provided during the request process in WebSTAC.
4. Complete an exit interview or exit survey with the academic division that is being left.

Second Major Declaration Policy: College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may declare a second major in art or design in the College of Art. Second major declarations must be made in WebSTAC by the last day of final exams of the semester before the effective semester.

Minimum Criteria

The following requirements must be met to pursue a second major in the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a second major in art or design in a typical time frame.
4. Be in good academic standing.

Each declaration is evaluated on a case-by-case basis. Meeting these requirements does not guarantee acceptance into the second major program.

Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname_01.jpg (e.g., Smith John_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a Box folder that the student will be informed how to access.

To Begin the Declaration Process

1. Log into WebSTAC and select "Major Programs" under the "Academics" tab.
2. Upload the portfolio and image list to Box as instructed.
3. Meet for an interview and portfolio review with the advisor of the declared second major program. Contact information is provided during the declaration process in WebSTAC.

Satisfactory Academic Progress, Good Standing, Probation and Suspension

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For degrees in the College of Art, this is usually eight semesters.

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress.

A student whose semester GPA is below 2.0 (a grade of C) or who falls below a pace of $66\frac{2}{3}\%$ (for the number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester GPA is still below 2.0 or if the pace is still below $66\frac{2}{3}\%$, the student may be ineligible for normal advancement or may be suspended. Although the College of Art desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

Probation serves as a warning that, unless the quality of work improves, the student may be subject to suspension. A student suspended for academic deficiency will not be eligible for readmission until they can demonstrate, under the conditions set for each individual case, their ability to do satisfactory work.

A student will be removed from academic probation when their cumulative GPA is above 2.0 and they are meeting the pace of $66\frac{2}{3}\%$ for satisfactory academic progress.

In support of the student, the Sam Fox School Registrar's Office will work with the student to develop a plan for success. To succeed, the student must understand the cause(s) of their current situation, identify what needs to change, and implement and review a plan. The student is required to meet regularly with the associate dean of students to review progress. Failure to make these meetings will result in a hold being placed on the student's record.

First Academic Probation: The first time a student qualifies for probation, they are placed on academic probation. Students placed on first academic probation are sent a letter informing them of this action.

Second Academic Probation: The second time a student qualifies for probation, they are placed on second academic probation. Students placed on second academic probation are sent a letter informing them of this action. A copy of this letter is sent to the parent(s)/legal guardian(s).

Special Academic Probation: A student is placed on special academic probation when their earned semester pace or GPA is below the terms of satisfactory academic progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or probationary status.

Academic Suspension: The third time a student qualifies for probation, they will be suspended. A letter is sent to the student and their parent(s)/legal guardian(s) informing them of this action. The student is not allowed to enroll in any classes at Washington University while suspended, including University College. If the suspended student would like to return to the university in the future, they must petition and be approved for reinstatement. If the student fails to achieve and maintain satisfactory progress after reinstatement, they will be dismissed.

A student who wishes to appeal their suspension must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of suspension. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently.

The student must then attend an appeal hearing. The student's academic record, written appeal, and any other factors the student may wish to discuss are considered by a faculty committee. After the appeal hearing, the student is informed of the committee's decision within 48 hours. Actions may include academic probation, required leave of absence for one or two semesters, suspension, or termination from the program. Should the student wish to appeal, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. If appealing the director's decision, the dean of the Sam Fox School makes the final determination.

If the appeal is successful, the student is placed on Special Academic Probation and allowed to enroll in classes. If the appeal is unsuccessful, the student's programs of study will be closed and their classes dropped for the following semester. Suspended students may apply for re-enrollment at a future time, although there is no guarantee that they will be allowed to return.

Leave of Absence

A student may request a leave of absence for one semester at a time for up to one year. If this is granted, the student may re-enroll at the end of that time without going through further admission or readmission procedures. A Request for Leave of Absence form must be completed before a leave of absence will be granted. In the case of a medical leave of absence, a letter of clearance is required from Habif Health and Wellness Center (<https://shs.wustl.edu/>) before the student will be permitted to re-enroll.

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars (OISS) to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group-sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

Financial Obligations

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

Withdrawals and Refunds

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

is verified by the Habib Health and Wellness Center or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition was determined.

Withdrawal Date	Refund
Within 1st or 2nd week of classes	100%
Within 3rd or 4th week of classes	80%
Within 5th or 6th week of classes	60%
Within 7th or 8th week of classes	50%
Within 9th or 10th week of classes	40%
After 10th week of classes	0%

Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Intent to Graduate

Every candidate for a degree is required to file an Intent to Graduate in WebSTAC in order to participate in commencement. The deadlines for filing are listed in WebSTAC.

Retention of Student Work

The College of Art reserves the right to hold a student's work(s) for exhibition purposes and holds reproduction rights of any work(s) executed in fulfillment of course requirements.

Administration

College of Art

Amy Hauff (<https://samfoxschool.wustl.edu/people/faculty/43-amy-hauff/>)

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

Tim Portlock (<https://samfoxschool.wustl.edu/people/faculty/62-tim-portlock/>)

Chair, Undergraduate Art Professor
MFA, University of Illinois

Aggie Toppins (<https://samfoxschool.wustl.edu/people/faculty/71-aggie-toppins/>)

Chair, Undergraduate Design
Associate Professor
MFA, Maryland Institute College of Art

Majors (directory)

Below is a list of majors offered by the College of Art. Visit the Majors section of the College of Art (p. 106) in this *Bulletin* to view more information about a specific major.

Bachelor of Fine Arts (BFA) majors are offered in the following areas:

- Art — with optional concentrations in:
 - Painting
 - Photography
 - Printmaking
 - Sculpture
 - Time-Based + Media Art
- Communication Design
- Fashion Design

Bachelor of Arts (BA) majors are offered in the following areas:

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

Minors (directory)

Below is a list of minors offered by the College of Art. Visit the Minors section of the College of Art (p. 108) in this *Bulletin* to view more information about a specific minor.

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

Visit the Sam Fox School (<https://samfoxschool.wustl.edu/academics/college-of-art/minors/>) website for specific requirements.

Arts & Sciences

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering students the most diverse range of courses in more than 50 different fields, ranging from anthropology and biochemistry to mathematics and performing arts.

The college draws on the rich and varied resources that this distinguished university has to offer: a creative and internationally recognized faculty, a diverse and able student body, a superior library, and excellent opportunities for advanced study and mentored research. As the center of intellectual life on the campus, the College of Arts & Sciences benefits from and contributes to the studies of architecture, art, business, engineering, law, medicine and social work.

Of central importance to the life of the college is the quality of teaching. Undergraduate students have the opportunity to learn from and work beside stimulating teacher-scholars who are leaders in their fields. Our nationally recognized faculty, which numbers more than 600, is made up of artists, biologists, chemists, economists, historians, philosophers and poets, all of whom bring the excitement and diversity of new ideas into the classroom.

Governance

The College of Arts & Sciences is bound by the charter of the university and ultimately responsible to the University Board of Trustees, which delegates to the chancellor the administration of the university. In turn, the chancellor delegates to the deans and faculty of the College of Arts & Sciences the responsibility for the college's internal governance.

Because the college is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees with members who represent the diverse points of view of the academic community.

By action of the faculty of Arts & Sciences in January 1969 (revised in May 1971), the ArtSci Council shares joint responsibility with the faculty for collegewide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints representatives to various standing and ad hoc college committees.

The Curriculum

The College of Arts & Sciences fosters in its students the quintessential qualities of a liberal arts education: a heightened spirit of inquiry, an ability to organize and synthesize information, skills in written and oral expression, and a familiarity with the ways in which thoughtful people discover those commitments

and values that make life worthwhile. By incorporating the college's manifold intellectual resources — people, libraries, laboratories and studios — Arts & Sciences students "learn how to learn," developing both the flexibility and the habits of thought necessary to the ever-evolving worlds of work and global citizenship.

The college's academic program has two principal objectives. First, it provides students with an understanding of the range of human knowledge and attainment by developing an appreciation of the characteristic problems, achievements and limitations of the various fields of human endeavor. The curriculum works to ensure this understanding by requiring a minimum amount of study (9 units/three courses) in each of three broad areas of study — the Humanities; Natural Sciences & Mathematics; and Social & Behavioral Sciences — and three to four courses (9-12 units) in a fourth area, Language & Cultural Diversity. Collectively, these area requirements make up approximately one-third of the units needed to graduate.

Second, the college's academic program gives students the opportunity to study a subject or area in a sustained, intensive way. After a period of initial investigation (typically two to three semesters) during which students explore the richness inherent in the various fields of study, a student declares an area of concentration: the major. The college offers more than 30 traditional subject majors — such as chemistry, English and music — and more than 20 interdisciplinary majors — such as American culture studies; global studies; and women, gender, and sexuality studies. Students also may develop an individualized special major.

In all departments, students are encouraged to proceed as their strengths and interests lead them. Placement examinations are used in many departments to enroll undergraduates in courses at the levels their previous training warrants; in other departments, proficiency examinations are available (visit the Proficiency and Placement Examinations (p. 31) section of this *Bulletin* or the college's placement webpages (<https://artsci.wustl.edu/resources/policies-procedures/#anchor-group-2874>) under "Credit for Test Scores and College Coursework Prior to WashU").

The degree requirements and policies in the *2022-23 Bulletin* apply to students entering Washington University during the 2022-23 academic year. To consult catalogs from prior years, refer to our Prior Bulletins (p. 12).

Academic Advising

To assist students with their undergraduate planning, the college provides a closely coordinated academic advising program. Matriculating students have a specially selected four-year academic advisor with whom they will meet regularly during the first year to help with the transition into the university and to help select courses for the fall and spring semesters. After the first year, students meet each semester with their four-year academic

advisors prior to registration to discuss interests, goals and academic course work. Students are encouraged to consult with their four-year academic advisors any time they need assistance throughout the school year.

Upon declaring a major, students are also assigned a major advisor in the department of their principal area of study. The extent of the advisor's assistance depends on a student's individual needs and wishes. Consultation with a major advisor, in addition to the four-year academic advisor, is required each time a student prepares to register for courses.

Students with problems or questions related to academic issues are invited to visit the College Office at any time. One of the deans is available every day on a walk-in basis to answer questions or to provide references to an appropriate source of help. Important among these sources are individual faculty members with particular specialties who may be able to answer the student's questions. In addition, the Writing Center, the Career Center, Habib Health and Wellness Center, and the Learning Center provide a wide range of services, including individual and group instruction, interest tests and advice, individual sessions with trained counselors about educational and personal challenges, and information about the improvement of learning skills.

Pre-Matriculation Credit

Students may earn pre-matriculation credit for college-level courses completed before enrollment at Washington University as a first-year student. Sources for pre-matriculation credit include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, course credit earned by proficiency (e.g., back credit), and college credit earned after the sophomore year of high school that was not applied to high school graduation. Although all accepted pre-matriculation work is noted on the transcript so that the student may go directly into advanced courses, the maximum number of pre-matriculation units of credit awarded is 15. Pre-matriculation course work does not fulfill distribution requirements, but it may fulfill requirements for majors and minors. If a student enrolls in and completes a course equivalent to that for which pre-matriculation credit has been granted, the pre-matriculation units for the course in question will be removed from the student's record. For more information, please refer to the Pre-Matriculation Units (p. 34) section on the Admissions Procedures page of this *Bulletin*.

First-Year Academic Programs

First-year students may choose one of the following programs that provides a basic structure for their course selection. Each option provides an effective means of discovering personal and intellectual interests.

Ampersand Programs

Ampersand Programs (p. 272) are multise­mester programs of linked seminars designed to bring students with similar intellectual interests into a close mentoring relationship with members of the faculty. Ampersand Programs provide a coherent, group-oriented learning experience, while still allowing time for other electives. Although Ampersand Programs are encouraged, they are not required.

Other First-Year Programs

Students who have already made a firm commitment to a particular discipline in the humanities, natural sciences and social sciences or who are uncertain about what they would like to pursue also have a rich array of academic choices to be made throughout their college careers. The course schedule can be either widely exploratory or oriented toward a particular objective, such as pre-health studies. Students who are still exploring their options are strongly encouraged to consider enrolling in a First-Year Seminar or another first-year opportunity when selecting courses in consultation with their four-year academic advisors. First-Year Seminars are single-semester, small-group courses that enable entering students to work closely with peers and faculty around an exciting topic of inquiry; First-Year Opportunities are single-semester, 1- or 2-unit courses designed to highlight interesting research while complementing other elective course work.

Major Fields of Study

A major consists of both introductory course work and a minimum of 18 advanced (300-level and above) units, all letter-graded and completed with at least a C-. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

A student graduating with a Bachelor of Arts (AB) may receive no more than a total of two majors and a minor or one major and two minors.

Major declaration is initiated online through WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>). The relevant department or interdisciplinary committee will receive notification of the student's request to declare the major. The declaration of major will not be processed until the student completes any action required by the department as indicated in the WebSTAC application. When the declaration of major is complete, the new major will appear in the Current Programs section of the student's Major Programs page in WebSTAC, and an advisor for the new major will be assigned by the department.

Second Majors

Students may complete more than one major, including a second major in the College of Art in the Sam Fox School of Design and Visual Arts, in the Olin Business School, or in the McKelvey School of Engineering. A second major is not required to earn the degree.

If a student has two majors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (300- and 400-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Students in business, engineering, architecture or art may choose to pursue a second major in the College of Arts & Sciences. These students will receive one degree, a BS or BFA, with two majors: one in the professional school and one in the College of Arts & Sciences.

Minor Fields of Study

Students who develop a significant interest in one or more fields of study beyond the major may choose to pursue a minor in those fields. A minor is not required to earn the degree. Minors may be fulfilled in an area closely related to the major or, to add more breadth to the student's educational program, in a very different area of study. A minor typically comprises 15 to 21 units of credit, all letter-graded and completed with a grade of C- or better. At least 9 of these units of credit must be at the 300 level or above, and at least half of the courses must be completed in residence at Washington University. Specific course requirements for a minor are determined by each department or program and are detailed in the department program pages in this *Bulletin*.

If a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program; in other words, no advanced course may "double-count" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

In addition to pursuing the broad array of minor programs offered through the college, students may undertake minors in architectural studies or art and business as well as in computer science, electrical engineering and systems engineering in the McKelvey School of Engineering.

Minor declaration is initiated online through WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>). The relevant department or interdisciplinary committee will receive notification of the student's request to declare the minor. The declaration of minor will not be processed until the student completes any action required by the department as indicated in the WebSTAC application. When the declaration of minor is complete, the new minor will appear in the Current Programs section of the student's Major Programs page in WebSTAC.

The Special Major and Special Minor

On some occasions, a student's interests may fall in the intersection of two or more formally organized major programs, in which case a student may propose a special major that brings the related course work together. Students who propose a special major should be prepared to undertake honors-level work, as all special majors must complete a capstone project of 3 to 6 units during the senior year.

Students interested in creating a special major or minor must confer with the dean charged with coordinating this program. After consultation, students must submit to the coordinator a formal proposal that consists of the following: (1) a description of the program of study, including an explanation of the program's integrating idea; (2) a list of courses to be taken; (3) a letter of support from the proposed academic advisor; and (4) a letter of support from a faculty member in a second, related department who has approved the proposal.

A proposal for a special major or minor must be submitted no later than the fifth semester of undergraduate enrollment. The Committee on the Special Major and Minor is responsible for final action on these proposals.

Special Academic Options

Overseas Study Programs

The guiding principle of international study through the College of Arts & Sciences is to encourage students to acquire the broad cultural knowledge, languages and practical skills to enable them to participate fully in a global society.

For information about the 100-plus study abroad programs offered in more than 50 countries, visit the Overseas Programs website (<http://overseas.wustl.edu>) or the webpages of specific departments and programs.

Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (e.g., symphony orchestra, wind ensemble, mixed choir) and in courses offered in physical education. To encourage students to pursue such physical, social and creative activities, the college allows up to 12 units of credit toward the

bachelor's degree for the successful completion of enrollment in individual and group performance. Exceptions to the minimums can be made for students majoring in departments that require a large number of performance courses, such as dance, drama and music.

Internships

Students participating in internships that contribute to their academic or professional development may earn credit for those internships. Registration in an internship for credit is conditional upon the satisfactory completion of the Internship Learning Agreement form provided by the College Office and the approval of this completed form by the College Office, the faculty sponsor and the internship sponsor.

Credit awarded for an internship corresponds to the time spent in work activities. The student is expected to work 45 hours of internship experience over a period of six to eight weeks for each unit of credit. Registration for 1 to 3 units of credit is possible.

Students may complete the work for an internship over the summer and receive credit during the subsequent semester. Any internship completed this way, however, must satisfy all requirements stated here. The learning agreement must be submitted and approved prior to the student beginning work at the internship site; therefore, credit cannot be awarded retroactively.

Internship courses are offered for credit/no credit grades only and therefore count toward the maximum of 24 credit/no credit units that may be applied toward graduation requirements. Internships do not count toward the advanced units requirement and may count toward the major only with departmental approval. Students may not receive more than 3 units of internship credit in any semester and may count no more than 6 units of internship credit toward the 120 units required for graduation. (These regulations, along with all others governing the AB degree, are detailed on the Arts & Sciences Academic Regulations page (p. 1113).)

Part-Time Study: Nontraditional Students

The university recognizes that, for certain students with high educational goals, full-time study may not be feasible or appropriate. Employment in demanding positions, extensive family responsibilities or other obligations may prevent an otherwise serious and competent student from completing the bachelor's degree at a rate of 15 units a semester. With their varied experiences outside the university, such students make valuable contributions to the classroom environment as they pursue programs of study suitable to their special circumstances. Please contact University College (<http://bulletin.wustl.edu/undergrad/ucollege/>) at 314-935-6700 for more information about part-time study.

Tuition Reduction

Students who have completed eight full-time semesters, excluding summer terms, in the College of Arts & Sciences and paid full tuition for eight semesters may seek reduced tuition for a ninth or subsequent semester, provided that they have fewer than 12 units to complete. Students must petition the Dean's Office (<http://college.artsci.wustl.edu/contact/>), College of Arts & Sciences, Cupples II Hall, Room 104. Students who successfully petition for tuition adjustment for the ninth or subsequent semester will pay only for the units of credit that they attempt (proportionate to the full-time standard for tuition). Students approved for reduced tuition under this policy will have their term bills adjusted after the semester's add/drop period has concluded.

Army ROTC and Air Force ROTC

Students have the opportunity to participate in either the Air Force ROTC Military Aerospace Science Studies (p. 1308) program or the Army ROTC Military Science (p. 1309) program. Scholarship information for both programs can be found in the Scholarship Funds (p. 45) section of this *Bulletin*. For information about counting ROTC course work toward the degree, refer to the Academic Regulations (p. 1113) page of this *Bulletin*.

Combined Undergraduate Degree Opportunities

Students may work toward the Bachelor of Arts (AB) degree in the College of Arts & Sciences while simultaneously earning another undergraduate degree in business, engineering, architecture or art. Students undertaking such a "dual degree" program must earn 150 units, 90 of which must be in the College of Arts & Sciences; they must also fulfill the requirements for a major in each of the two schools and complete the distribution requirements for both schools. Interested students should contact both a dean in the college and the designated dean in the appropriate professional school as early as possible during their undergraduate careers.

Majors Across Schools

Students may earn an AB degree with a first major in the College of Arts & Sciences and a second major in business or engineering by fulfilling all the distribution requirements for the AB degree and completing the requirements both for the first major in Arts & Sciences and for the second major in business or engineering. With careful planning, this can be accomplished within the 120 units required for the AB degree, although students should keep careful count to ensure that they complete at least 90 units of credit in the College of Arts & Sciences. For further information about second majors in business, visit the Olin Business School website (<http://olin.wustl.edu>); for further information about second majors in

engineering, visit the McKelvey School of Engineering website (<http://engineering.wustl.edu>); and for further information about second majors in art and design, visit the College of Art Bulletin page (p. 107).

The Accelerated AB/AM Program

Exceptional students who bring to the university a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work may be able to complete a Master of Arts (AM) degree in a one-year accelerated program after completing the AB degree. This accelerated program, which begins each year in the fall semester, is open exclusively to students who graduated during the immediately preceding December, May or August. The application deadline is March 15; applications may be submitted at any time during the senior year up to the deadline. Graduate Record Examination (GRE) scores are not required. The program is available only to students currently in their senior year and only for continuous enrollment the next year. There is no option for deferred admission. The application for admission must be made to the department, which forwards the application and recommendation for admission to the Office of Graduate Studies, Arts & Sciences. Application forms are available on the website of the Office of Graduate Studies, Arts & Sciences (<https://graduateschool.wustl.edu/accelerated-abam-program/>).

Some departments may not participate in this program, and some departments that do not otherwise offer a master's degree may provide this opportunity to Washington University undergraduates. Contact the relevant department for more specific information about its admission policies and requirements. Students admitted to the program will be regular, full-time graduate students enrolled in the College of Arts & Sciences at Washington University.

Most AM degrees in Arts & Sciences require 36 credits. The accelerated program allows Washington University undergraduates to complete a master's degree in one academic year by applying up to five 3-credit courses or four 4-credit courses (a maximum of 16 units), taken as an undergraduate at the 400 level or above, toward the master's degree requirements. For master's programs requiring fewer than 36 units, three courses at the 400 level or above (9-12 units) may be applied toward the AM degree. These undergraduate courses must be in an appropriate discipline, approved by the department, and completed with a grade of B or higher.

The AB and Master's Degrees in the Professional Schools

The College of Arts & Sciences — in conjunction with the Olin Business School, the McKelvey School of Engineering, the Brown School and the Program in Occupational Therapy at the School of Medicine — offers joint (3-2) degree programs. If accepted into a 3-2 degree program, a student may work toward the AB degree during the initial three years at Washington

University and toward the professional degree during the fourth and fifth years. A student electing to do a 3-2 program must complete a combined 150 academic units to earn both the AB degree and the professional degree.

Prior to entry into a 3-2 program, a student in the College of Arts & Sciences must complete the following:

1. At least 90 academic units of course work offered in the College of Arts & Sciences;
2. All distribution requirements;
3. All requirements for an Arts & Sciences major; and
4. At least 18 of the 30 required units in upper-level course work.

A transfer student who seeks the AB degree under this plan must also complete at least four semesters in full-time residence in the College of Arts & Sciences at Washington University.

Thirty units of graduate academic credit taken during the fourth year will complete the 120 academic units required for the AB degree. The professional degree is earned when 150 combined academic units and all degree requirements for the professional school are completed. A student must be recommended by the faculty of the professional school to the dean of the College of Arts & Sciences in order to receive the combined degree.

Students interested in a joint 3-2 degree program should do the following: (1) discuss degree options with a dean in the College of Arts & Sciences and with a dean in the professional school; (2) request the Eligibility Certification Form in the College of Arts & Sciences; and (3) submit the completed Eligibility Certification Form with the application for the 3-2 program to the professional school early in the spring semester of the junior year.

AB joint master's degree students are formally admitted into the graduate program of the professional school for a joint program for the fourth year. For students accepted into 3-2 joint programs, the undergraduate division will remain the primary school for the fourth year; the professional school program will not become primary until after the eighth semester of study as an undergraduate (or after early graduation with a bachelor's degree). In the fifth year, the professional program will become primary.

Students in 3-2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those enrolled in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell Grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3-2 programs may apply to the professional programs (Social Work, MBA) for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to all Arts & Sciences undergraduates who have completed less than the equivalent of eight semesters of academic work toward their bachelor's degree. If these students enroll in any Washington University graduate or post-baccalaureate degree program to begin course work toward a graduate degree during their fourth year before they have been awarded a Washington University bachelor's degree or completed the equivalent of eight semesters of undergraduate enrollment, they are covered by this policy.

This policy applies to current 3-2 programs involving Washington University bachelor's and master's programs and to any future 3-2 programs.

Olin Business School

A five-year program combining an undergraduate degree and a master's degree is available to a select number of students. (More information about the Olin Business School 3+2 Program is available on the Olin website.)

McKelvey School of Engineering

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

The Brown School Master of Social Work Program

The Social Work 3-2 program (<http://msw.wustl.edu/3-2/>) leads to an AB degree from the College of Arts & Sciences and an MSW degree from the Brown School. Interested students should apply to the Brown School during the second semester of their junior year. Students from all academic disciplines with an interest in social work are encouraged to apply. For more information, please visit the Brown School's 3-2 MSW Program website (<https://brownschool.wustl.edu/Academics/Master-of-Social-Work/Curriculum/Pages/3-2-MSW-Program.aspx>).

The Brown School Master of Public Health Program

The Public Health 3-2 program (<http://mph.wustl.edu/3-2/>) leads to an AB degree from the College of Arts & Sciences and an MPH degree from the Brown School. Interested students should apply to the Brown School during the first semester of their junior year. Students from all academic disciplines with an interest in public health are encouraged to apply. For more information, please visit the Brown School's 3-2 MPH Program website (<https://brownschool.wustl.edu/Academics/Master-of-Public-Health/Curriculum/Pages/3-2-MPH-Program.aspx>).

Undergraduate Pre-Professional Preparation

Students planning to pursue pre-professional studies should refer to the general recommendations given below. For more specific recommendations, visit the appropriate webpages.

Architecture

Please refer to the College of Architecture (p. 54) section in this *Bulletin*.

Business Administration

Students in the College of Arts & Sciences are welcome to consult with the associate dean for the undergraduate program in the Olin Business School concerning any aspect of preparation for careers in business. For more information, visit the Olin Business School website (<http://olin.wustl.edu>).

Law

The two most significant factors law schools use in determining whom to admit for legal study are the undergraduate GPA (taking into consideration the difficulty of courses attempted and the breadth of study) and the score on the Law School Admission Test (LSAT). Admission to law school requires a bachelor's degree.

There is no required set of courses for pre-law study at the undergraduate level. Many law school applicants have majors in economics, English, history, philosophy and political science, but law schools also seek students with undergraduate majors in science, business, engineering and other disciplines. Whatever areas pre-law students choose to emphasize in their undergraduate studies, they should take courses that require significant amounts of writing, that develop analytic thinking skills, that encourage the application of principles or theories to new situations, and that require the original writing and revision of written work in response to comment and critique. It is also important to learn to read and analyze complex written material and to develop sound research skills.

Economics, history, philosophy and political science courses can help students to develop an understanding of the traditions behind and the development of the U.S. legal system. Logic, statistics and accounting courses also provide valuable background for legal study and the practice of law.

The pre-law advisors in the College of Arts & Sciences are available to help students plan a course of study and prepare a strategy for applying for admission to law school. For more information, visit the pre-law website (<https://artsci.wustl.edu/resources/prelaw-advising/>).

Medicine

Pre-medical students in the College of Arts & Sciences of Washington University complete the bachelor's degree before admission to a medical school. In addition to fulfilling the requirements for the AB, pre-medical students must fulfill the entrance requirements of the medical schools to which they plan to apply. Specific requirements, which may vary, are summarized in the *Medical College Admission Requirements* handbook, published annually online by the Association of American Medical Colleges.

Pre-medical students must demonstrate high academic achievement, and they must possess the character, responsibility and level of commitment suitable for a career in medicine. Although requirements for specific medical schools are increasingly varied, most schools have traditionally required at least one year each of English, general biology, inorganic chemistry, organic chemistry and physics, with laboratory components traditionally required for all of the core science courses. In addition, students preparing to take the Medical College Admissions Test (MCAT) should take one semester each of biochemistry, psychology and sociology. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities, the social and behavioral sciences, and a demonstrated understanding of and appreciation for social and cultural diversity.

Students interested in the health professions may choose a major in any field — in the humanities, the social sciences or the natural sciences — as long as they complete the pre-medical requirements. Any student planning to apply to MD/PhD programs is strongly advised to major in one of the natural sciences and to begin gaining bench research experience no later than the beginning of their sophomore year. Research opportunities are available on the Danforth Campus and at the School of Medicine, and they are open to both science and nonscience majors. Health-related volunteer opportunities are also widely available.

Students who enter the university planning to apply to medical school should, with the aid of their advisors, structure their course of study to include the medical school requirements. There is no one right or best sequence of courses; there are numerous pathways to medical school. Because each student's pathway is different, students interested in a career in the health professions are encouraged to consult the pre-health deans in the college in addition to their academic advisors. Additional information can be found on the pre-health website (<https://prehealth.wustl.edu/>).

Other Health Professions

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

Summer Session

The Summer Session in Arts & Sciences offers courses for current Washington University students and visiting students, including pre-college learners. Visit the Summer Session page (p. 1120) for more information.

Pre-College Programs

Arts & Sciences Pre-College Programs offer a variety of programs for middle and high school students. Visit the Pre-College Programs page (p. 1120) for more information.

Fields of Study

A

- African and African-American Studies (p. 203)
- American Culture Studies (p. 217)
- Ampersand Programs (p. 272)
- Anthropology (p. 282)
- Applied Linguistics (p. 322)
- Arabic (p. 327)
- Archaeology (p. 333)
- Art History and Archaeology (p. 342)
- Asian American Studies (p. 371)

B

- Biology (p. 374)

C

- Chemistry (p. 414)
- Children's Studies (p. 427)
- Chinese (p. 433)
- Classics (p. 442)
- Comparative Arts (p. 454)
- Comparative Literature (p. 454)

D

- Dance (p. 468)

Drama (p. 479)

E

Earth and Planetary Sciences (p. 497)

East Asian Languages and Cultures (p. 507)

Economics (p. 515)

Education (p. 527)

English (p. 543)

Environmental Studies (p. 567)

F

Film and Media Studies (p. 583)

French (p. 600)

G

Germanic Languages and Literatures (p. 618)

Global Studies (p. 625)

Greek (p. 704)

H

Hebrew (p. 708)

Hindi (p. 715)

History (p. 720)

I

Interdisciplinary Project in the Humanities (p. 760)

Italian (p. 770)

J

Japanese (p. 778)

Jewish, Islamic and Middle Eastern Studies (p. 784)

K

Korean (p. 816)

L

Latin (p. 820)

Latin American Studies (p. 824)

Legal Studies (p. 838)

Linguistics (p. 848)

M

Mathematics and Statistics (p. 853)

Medical Humanities (p. 871)

Medicine and Society (p. 880)

Medieval and Renaissance Studies (p. 881)

Music (p. 883)

P

Performing Arts (p. 904)

Philosophy (p. 907)

Philosophy-Neuroscience-Psychology (p. 920)

Physical Education (p. 932)

Physics (p. 934)

Political Science (p. 947)

Portuguese (p. 966)

Psychological & Brain Sciences (p. 969)

R

Religion and Politics (p. 988)

Religious Studies (p. 998)

Romance Languages and Literatures (p. 1023)

Russian Language and Literature (p. 1027)

S

Sociology (p. 1030)

Spanish (p. 1041)

Speech and Hearing (p. 1057)

U

Urban Studies (p. 1058)

W

Women, Gender, and Sexuality Studies (p. 1071)

Writing (p. 1098)

African and African-American Studies

The Department of African and African-American Studies offers opportunities for students to explore the social, political and intellectual history as well as the literature, culture and artistic life of various peoples in the world who are African or of African descent.

The department examines a wide spectrum of experiences and issues and is both multidisciplinary and interdisciplinary in its approach. Courses are offered in the humanities, the social sciences and the performing arts. The department ensures that students are aware of the diversity of the continent of Africa and African peoples and that they understand the distinct perspective and influence of people of African descent on American, Caribbean, and global societies. In addition to

producing majors who graduate with methods for approaching and solving problems both in the context of Black studies and in the world at large, we are equally committed to building a vibrant extracurricular intellectual and social community by sponsoring programs, events and trips to give majors and minors a shared sense of purpose and identity. The major culminates in a Senior Seminar in which students explore a topic of their choice through a capstone project. We encourage students to select a capstone that expands on a topic that they have previously studied in another course or research project.

Students who major in African and African-American Studies are encouraged to design a course of study that focuses on either a particular area of interest or a more comprehensive examination of Black culture and life. Our summer programs in Kenya and Senegal as well as study abroad options in other African countries can further enrich the student experience.

Courses in the program are numbered to assist students with progressing from introductory courses (100 and 200 levels) to intermediate courses (300 level or higher) to advanced courses (400 level).

Departmental Prizes: The program sponsors several academic and service prizes that include monetary awards.

Contact: Janary Stanton
Phone: 314-935-5631
Email: afas@wustl.edu
Website: <http://afas.wustl.edu>

Faculty

Chair

Shanti Parikh (<https://anthropology.wustl.edu/people/shanti-parikh/>)

PhD, Yale University
(Anthropology)

Endowed Professors

Jean Allman (<https://history.wustl.edu/people/jean-allman/>)

J.H. Hexter Professor in the Humanities
PhD, Northwestern University
(History)

John Baugh (<https://anthropology.wustl.edu/people/john-baugh/>)

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

Carol Camp Yeakey (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor in Arts & Sciences
PhD, Northwestern University
(Education)

Gerald Early (<https://english.wustl.edu/people/gerald-early/>)

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

Stephanie Li (<https://english.wustl.edu/people/stephanie-li/>)

Lynne Cooper Harvey Distinguished Professor of English
Director of English Graduate Studies
PhD, Cornell University
(English)

Vetta Thompson (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Vetta-Sanders-Thompson.aspx>)

E. Desmond Lee Professor of Racial and Ethnic Diversity
PhD, Duke University
(Social Work)

Professors

Marlon M. Bailey (<https://afas.wustl.edu/people/marlon-m-bailey/>)

PhD, University of California, Berkeley
(African and African-American Studies)

Kia Caldwell

PhD, University of Texas at Austin
(African-American Studies)

Iver Bernstein (<https://history.wustl.edu/people/iver-bernstein/>)

PhD, Yake University
(History)

Hedwig Lee

PhD, University of North Carolina at Chapel Hill
(Sociology)

William J. Maxwell (<https://english.wustl.edu/people/william-j-maxwell/>)

PhD, Duke University
(English)

Tim Parsons (<https://history.wustl.edu/people/timothy-parsons/>)

PhD, Johns Hopkins University
(History)

Geoff Ward (<https://afas.wustl.edu/people/geoff-ward/>)

PhD, University of Michigan
(Sociology)

Rebecca Wanzo

PhD, Duke University
(English)

Rafia Zafar (<https://english.wustl.edu/people/rafia-zafar/>)

PhD, Harvard University
(English)

Associate Professors

J. Dillon Brown (<https://english.wustl.edu/people/j-dillon-brown/>)

PhD, University of Pennsylvania
(English)

Rowhea Elmesky (<https://afas.wustl.edu/people/rowhea-elmesky/>)

PhD, Florida State University
(Education)

Jonathan Fenderson (<http://afas.wustl.edu/people/jonathan-fenderson/>)

PhD, University of Massachusetts
(African-American Studies)

Sowande' Mustakeem (<https://history.wustl.edu/people/sowande-mustakeem/>)

PhD, Michigan State University
(History)

Michelle Purdy (<https://education.wustl.edu/people/michelle-purdy/>)

PhD, Emory University
(Education)

Assistant Professors

Lauren Eldridge Stewart (<https://music.wustl.edu/people/lauren-eldridge-stewart/>)

PhD, University of Chicago
(Music)

Karma Frierson (<https://afas.wustl.edu/people/karma-frierson/>)

PhD, University of Chicago
(Anthropology)

Esther Viola Kurtz (<https://afas.wustl.edu/people/esther-kurtz/>)

PhD, Brown University
(Enthnomusicology)

Raven Maragh-Lloyd (<https://afas.wustl.edu/people/raven-maragh-lloyd/>)

PhD, University of Iowa
(Communication Studies)

Robin McDowell (<https://afas.wustl.edu/people/robin-mcdowell/>)

PhD, Harvard University
(African-American Studies)

Samuel Shearer (<https://afas.wustl.edu/people/samuel-shearer-0/>)

PhD, Duke University
(Anthropology)

Teaching Professor

Mungai Mutonya (<https://afas.wustl.edu/people/mungai-mutonya/>)

PhD, Michigan State University
(Linguistics)

Lecturers

El Hadji Samba Amadou Diallo (<http://afas.wustl.edu/people/el-hadji-samba-amadou-diallo/>)

PhD, School of Advanced Studies in Social Sciences - Paris
(History & Anthropology)

Zachary Manditch-Prattas

PhD, University of California, Irvine
(African-American Studies)

Artist-in-Residence

Ron Himes (<https://afas.wustl.edu/people/ron-himes-0/>)

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

AFAS Subject Librarian

Rudolph Clay (<https://afas.wustl.edu/people/rudolph-clay/>)

MLS, University of Michigan
(Library Science)

Academic Coordinator

Wilmetta Toliver-Diallo (<https://afas.wustl.edu/people/wilmetta-toliver-diallo/>)

PhD, Stanford University
(History)

Majors

The Major in African and African-American Studies

Total units required: 31 units

Required courses: 7 units

Code	Title	Units
AFAS 1002	Foundations in African and African-American Studies	1
AFAS 255	Introduction to Africana Studies	3
AFAS 401	Senior Seminar	3
Total Units		7

Elective courses: 24 units at the 300 level or above, at least 6 units of which must be at the 400 level

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

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

Additional Information

Co-Curricular Opportunities for Majors: The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that focus on contemporary or perennial topics of interest in all areas of the Black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our majors to participate in these activities to complement their classroom experiences.

Senior Honors: If a student maintains an overall grade-point average of at least 3.65 and a major GPA of 3.50 by the second semester of their junior year, they may be eligible to complete a Latin honors thesis with a core faculty member in the program in African and African-American Studies. Completed application forms for Latin honors should be submitted to the honors program director as early as possible, preferably before May 1 of the junior year.

Minors

The Minor in African and African-American Studies

Total units required: 19

Required courses: 4 units

Code	Title	Units
AFAS 1002	Foundations in African and African-American Studies	1
AFAS 255	Introduction to Africana Studies	3
Total Units		4

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

Additional Information

Co-Curricular Opportunities for Minors: The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that focus on contemporary or perennial topics of interest in all areas of the Black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our minors to participate in these activities to complement their classroom experiences.

Courses

Visit online course listings to view semester offerings for L90 AFAS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L90&crslvl=1:4>).

L90 AFAS 1002 Foundations in African and African-American Studies

Designed to introduce the student to issues in African and African-American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention is paid to the discipline of African and African-American studies, which engages with the artistic, cultural, historical, literary and theoretical expressions of the peoples and cultures of Africa and the African diaspora. Faculty members as well as St. Louis professionals give one-hour lectures on their particular disciplinary approach, their research or their professional lives. Students are required to attend three outside lectures or performances. May be taken before declaring major, and may be taken by non-majors. Credit 1 unit. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L90 AFAS 1020 First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy. This course is for first-year, non-transfer students only.

Same as L12 Educ 102C

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

L90 AFAS 103D Beginning Swahili I

A beginning language course emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program. CET (<https://gephardt.institute.wustl.edu/faculty-and-staff/community-engaged-teaching/>) course.

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

L90 AFAS 1045 Wolof Language and Culture

This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the United States and France. This is the first course of a beginning level of a Wolof program. In order to acquire a basic proficiency, students will practice speaking, reading, writing, and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar, and a cultural lesson. Interactive material including texts, images, videos, films, and audio will be provided. The aim of this course is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students will also learn important aspects of the life and culture of the Wolof. For AFAS majors, this course counts as Area Requirement 4.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H UColl: LA

L90 AFAS 104D Beginning Swahili II

Second-semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students also are introduced to authentic Swahili texts including plays, short stories and newspapers. Students have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. Prerequisite: AFAS 103D. CET (<https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

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

L90 AFAS 111 First-Year Seminar: Race and Ethnicity on American Television

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course charts changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screening.

Same as L53 Film 110

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

L90 AFAS 144 First-Year Seminar: Monumental Anti-Racism

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social

significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced.

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

L90 AFAS 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, and developmental agencies, and we will learn about examples of Muslim youth movements and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only.

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

L90 AFAS 192 First-Year Seminar: Africans Experiences in the Second World War

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only.

Same as L22 History 192

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

L90 AFAS 195 First-Year Seminar: Travel Noire:

Consumption and the Gaze in the Black Travel Movement

This course explores the growing industry of leisure tourism that caters to Black people. It takes as its premise that tourism is more than just voluntary, recreational travel; it is an encounter shot through with desire, intimacy, and ideology. We approach the tourism encounter from both sides -- the consumer and the consumed -- as we explore various types of tourism from domestic and international tourism to sex tourism and heritage tourism. If tourism is a desire machine, what desires of self and other are reflected in the discourse about travel noire? Who is being consumed and what is being made consumable in

this growing market space? Students will be required to create a travel itinerary based in Missouri during the course and to propose a narrative revision to a local tourism destination. This course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L90 AFAS 203D Intermediate Swahili III

Enhanced acquisition of language fundamentals acquired in first-year Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 103D(Q) –104D(Q) or the equivalent. CET (<https://gephardtinsttute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L90 AFAS 204D Intermediate Swahili IV

Fourth-semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems and newspapers. Students enhance their writing skills and creativity in the language through group-writing projects. Prerequisite: AFAS 103D(Q), 104D(Q) and 203 D(Q). CET (<https://gephardtinsttute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L90 AFAS 208B African-American Studies: An Introduction

Lectures, readings, films and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archeology, sociology and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 209B African Studies: An Introduction

This course introduces students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It exposes students to the history, politics, literary and artistic creativity of the continent. Emphasis is placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L90 AFAS 242 Afro-Modern Dance (Dunham Technique)

This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester.

Same as L29 Dance 240
Credit 2 units.

L90 AFAS 251 Juvenile Justice in the Black Experience

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L90 AFAS 255 Introduction to Africana Studies

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe and South America. When possible, we will explore diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African-American and African diaspora thought and practice.
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

L90 AFAS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast, students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.
Same as L22 History 2674
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

L90 AFAS 288 Free the Land: Black Histories of Environmental Racism

Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice") as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments -- from the Transatlantic Slave Trade to struggles in the Greater St. Louis area today -- in which Black communities bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists.

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

L90 AFAS 3002 Feminist Fire!: Radical Black Women in the 20th Century

Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, dissemblance) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as well as organizations like the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.

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

L90 AFAS 3003 From Shaft to Django: The History of Blaxploitation Film

Hollywood was in steep decline in the late 1960's. On the brink of collapse, the film industry was rescued by an unprecedented boom in films that featured Black casts and targeted Black audiences. Narratives of slick-talking hustlers and afro-sporting femme fatales intent on "sticking it to the man," these would come to be known as Blaxploitation films. This class will historically contextualize and critically examine the Blaxploitation phenomenon of the 1970's. We will explore what led to the emergence of Blaxploitation, the peaks of its popularity, the controversies that surrounded it, its rapid demise, and its lasting influence. Blaxploitation was a brief, bombastic and highly

polarizing era in the history of American film. Heralded by some as a revolution in representations of Black empowerment and by others as pandering to longstanding racial stereotypes. Indeed, its influence on Black culture stretches beyond the 1970's and into cultural realms beyond the silver screen. While this is primarily a film course emphasizing close readings of canonical Blaxploitation cinema, we also will explore: Blaxploitation soundtracks (i.e., Curtis Mayfield and Isaac Hayes), Black Pulp Fiction novels that inspired the films (i.e., Ernest Tidyman and Sam Greenlee), the aesthetics of Blaxploitation promotion via the Black Film Promotional Material Collection located in the Julian Edison Department of Special Collections, and finally we will consider how Blaxploitation aestheticism influenced subsequent cultural movements like the 1990's renaissance in Black film, Hip-Hop and contemporary satire.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: HUM

L90 AFAS 301 A History of African-American Theater

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national Black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early Black theater and minstrels; Black theater movement and other ethnic theater movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, and Langston Hughes and Zora Neale Hurston's *Mule Bone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

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

L90 AFAS 301F Historical Methods-African History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301F

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

L90 AFAS 3031 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

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

L90 AFAS 305C Topics on Africa: African Urban Futures

Nearly 50 percent of Africa's population now lives in urban areas. By 2050 this number is expected to triple to 1.23 billion or what will then be 60 percent of the continent's total population. This urban growth is happening alongside rapid economic expansion, technological innovations, and-in some cities-political insurrection. Many of these developments are taking place in peripheral urban areas that lack formal planning, basic

infrastructure, and security. Yet, as many theorists point out, the very lack of cohesive planning and stable infrastructure in urban Africa has produced flexible spaces where novel forms of dwelling, work, and leisure are possible. Many residents, often by necessity, rearrange their built environments to make the city function beyond the limits of its original design. In the process, urban dwellers produce new built spaces, aesthetics, and economic practices, calling into question assumptions about what a city is and how it works. What are the implications of Africa's urban revolution for both the people who inhabit these cities and the world at large? How will Africa's urban future shape what some theorists are calling "the African century?" What can contemporary cities across the continent tell us about the future of urban life everywhere? In this seminar, we will explore these questions by surveying a variety of case studies and topics from across the African continent. The purpose in focusing on Africa in general is not to homogenize an incredibly diverse continent, but to make connections across a variety of different contexts in order to explore conceptual debates and assemble a theoretical tool-kit that is useful for grappling with themes that are simultaneously abstract and concrete. For AFAS majors, this course counts as Area Requirement 4. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L90 AFAS 3071 Caribbean Literature in English

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise. It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips. Same as L14 E Lit 3071
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 311 Modern Dance and the African-American Legacy

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works are considered modern dance classics, and some depict important historical events. Through the medium of dance aided by discussions, videos, and class reading assignments, the choreographers' works are analyzed for form, content, and social relevance. Studio work includes techniques to support learning the repertory. Prerequisite: One to two years of training in modern, jazz, or ballet. Same as L29 Dance 311
Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

L90 AFAS 3113 Culture, Politics, and Society in Francophone Africa

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities. In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA). Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

L90 AFAS 3120 African Immigration to the United States of America

The United States of America has historically been known as a "nation of immigrants." However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the "push and pull" factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities. Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians,

Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

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

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

See course listings for current offering.

Same as L98 AMCS 3190

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

L90 AFAS 321C African Civilization to 1800

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

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

L90 AFAS 322C African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of precolonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

L90 AFAS 3282 Sexuality in Africa

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women.

Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions.

Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L90 AFAS 3300 Culture and Identity: The Race for Criticism: African-American Culture and its Critics

Topics vary by semester; see the semester listings for the current course description.

Same as L98 AMCS 3300

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

L90 AFAS 3301 Culture & Identity

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.

Same as L98 AMCS 330C

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

L90 AFAS 330C Culture & Identity: Gender, Sexuality and African American Culture

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.

Same as L98 AMCS 330C

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

L90 AFAS 330S Topics in Gender & Am Culture: Native Sons & Daughters: Gender, Sexuality and African-American Culture

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.

Same as L98 AMCS 330S

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

L90 AFAS 3430 West African Music and Dance in Context

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Same as L29 Dance 343

Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L90 AFAS 3522 Passing: Identities Lost and Found

Topics course which varies by semester.

Same as L14 E Lit 3522

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

L90 AFAS 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course will focus on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century.

Major areas of inquiry include the labor rebellions of the 1930s,

decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Same as L22 History 3600

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

HUM, IS EN: H

L90 AFAS 363 Mapping the World of "Black Criminality"

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2.

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

L90 AFAS 3644 "Look Here, Karen": The Politics of Black Digital Resistance to White Femininity

In this course, we will explore the ways in which Black online publics use resistance strategies, such as mimetic imagery and racial humor, to call attention to white femininity and its deployment of the police against African Americans. We will trace the relationship between the police state and white femininity through the historical lens of 'innocence' and protection of the U.S. nation as well as the similarities and differences of Black online publics' responses in relation to past resistance strategies. What does it mean to be a 'typical' Karen in Internet culture? What are the aesthetic boundaries of Karens? And, what do digital platforms afford to Black users who make Karens visible? While paying attention to race, gender and class, this course offers students the skills to be able to collect and analyze online data, such as 'Karen' memes, in order to make critical arguments and observations that are grounded in historical accuracy.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA

L90 AFAS 3651 Black Women Writers

When someone says "Black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a Black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers

likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature.

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

HUM EN: H

L90 AFAS 3662 Experts, Administrators and Soldiers:

Governance and Development in Post-Colonial Africa

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.

Same as L22 History 3662

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

HUM, IS EN: H

L90 AFAS 3672 Medicine, Healing and Experimentation in the Contours of Black History

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, we examine the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus extends toward the underpinnings of race and gender in the medical treatment allocated across time and space — the U.S., Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM, HUM

Art: HUM, HUM BU: BA, HUM EN: H

L90 AFAS 368 Emerging Africa: Language, Identity, and Social Change

Beginning with a review of key issues that shape Africa's linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and

empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.

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

L90 AFAS 3838 African-American Poetry from 1950 to the Present

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We focus in particular on the pressures of expectation — in terms of such identity markers as race, gender and sexuality — and how those pressures uniquely and increasingly affect African-American poetry today.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L90 AFAS 386A Topics in African-American Literature: Rebels, Sheroes, and Race Men

In this seminar — for we are fortunate to be an elite group this term — we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the Washington University bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

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

L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance

Same as L14 E Lit 387

Credit 3 units. A&S IQ: HUM, SD BU: HUM

L90 AFAS 388C African-American Literature: African-American Writers Since the Harlem Renaissance

African American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names — W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison — coming in between. Assignments will consist of two papers, one presentation, and one exam.

Prerequisites: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Twentieth Century requirement in English, and/or one 300-level elective requirement in AFAS.

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

L90 AFAS 393 Topics in Women, Gender, and Sexuality Studies

Topic varies. See semester course listings for current offering. Same as L77 WGSS 383

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

L90 AFAS 394 African Literature in English

Same as L14 E Lit 394

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

L90 AFAS 39SM WOMEN AND CRIME IN THE EVOLUTION OF AMERICAN HISTORY

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 39SM

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA

L90 AFAS 401 Senior Seminar

This capstone seminar is required for students who are majoring in African and African-American Studies.

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

L90 AFAS 403 Advanced Swahili

This course aims to help students gain skills in reading and appreciating selected readings in Swahili literature. Although the course primarily focuses on plays, novels and poetry, students also are introduced to Swahili songs, comic books and other

forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prerequisites: permission of instructor and successful completion of AFAS 103D, 104D, 203D and 204D or equivalent experience. Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L90 AFAS 4031 Advanced Readings in Swahili Literature

Course designed with instructor. Permission of instructor required.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM

L90 AFAS 4041 Beginning Graduate-Level Swahili

A beginning language course for graduate students emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries.

Credit 3 units. A&S IQ: LCD, LS EN: H

L90 AFAS 4042 Beginning Graduate-Level Swahili II

Second-semester graduate-level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary-level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers and government educational material. Prerequisite: AFAS 4041.

Credit 3 units. A&S IQ: LCD, LS EN: H

L90 AFAS 4043 Intermediate Graduate-Level Swahili III

Enhanced acquisition of language fundamentals acquired in first-year graduate-level Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 4041, 4042 or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS EN: H

L90 AFAS 409 Gender, Sexuality and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

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

L90 AFAS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses

to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes. Same as L48 Anthro 4134

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

L90 AFAS 417 Topics in African History: Power and Rebellion in 20th-Century Africa

What is violence? Are some forms of violence more acceptable than others? How have Africans from different constituencies thought about the role of violence in colonial and postcolonial societies? How has violence been used to establish power or to dismantle it? This course examines the politics of violence in 20th-century Africa. Pulling examples from across the African continent, it will engage the preceding questions through topics such as colonial state violence, the Italian invasion of Ethiopia, African soldiers in colonial East Africa, the Mau Mau of Kenya, the assassination of Patrice Lumumba, armed struggle in Southern Africa, and the Tanzania-Uganda war. Students must have taken Introduction to Africana Studies and/or a course on Africa. For AFAS majors, this course counts as Area Requirement 4.

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

L90 AFAS 421A From Mammy to the Welfare Queen: African-American Women Theorize Identity

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

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

L90 AFAS 423B Topics in American Literature: James Baldwin Now

Same as L14 E Lit 423

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

L90 AFAS 424A Topics in American Literature: Slavery and its Legacies

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts--

early modernist experiments, 1920s modernist landmarks, and Great Depression revisions--will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, Junior or Senior standing is required.

Same as L14 E Lit 424

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L90 AFAS 426W Memory for the Future

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L90 AFAS 4311 Black Experimental Music

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Same as L27 Music 4311

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

L90 AFAS 435A Practicum in Digital Humanities: Enslavement in St. Louis

This is a variable topics course, and content will change from semester to semester.

Same as L93 IPH 435

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L90 AFAS 4377 Performing Ghosts: Blackness, Performance, and Archival Erasure

Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affective terrors against blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral, and archival. Moving across theoretical works, literature, and theater, our readings differently query: how can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects "tracked" by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally "insanity," and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enfleshment) without live bodies? By rethinking "liveness," "absence," "loss," and "remains," the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.

Same as L15 Drama 437

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

L90 AFAS 4601 Historical Racial Violence: Legacies & Reckonings

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These "haunting legacies" include heart disease and other health disparities, homicide rates, white supremacist mobilization, and corporal punishment

in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

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

L90 AFAS 4607 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Same as L12 Educ 4607

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

L90 AFAS 4608 Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.

Same as L12 Educ 4608

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

L90 AFAS 461B Construction and Experience of Black Adolescence

This course examines the construct of Black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of Black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast Black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling Black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

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

L90 AFAS 470 What is Africanfuturism? 21st Century African Speculative Fiction

This course examines the genealogies, aesthetics, and politics of Africanfuturism, a sub-genre of speculative fiction and African literature. While the term Africanfuturism is recent, coined by Nnedi Okorafor in 2019, there is nothing new about speculative fiction from Africa. Africanfuturism is the aesthetic practice of

producing worlds created by Africans that center (rather than marginalize) Africa and Africans; where Africans are represented as the historical agents who produce their own futures (rather than historical subjects assigned to a "traditional" past); and where technology, science, and philosophy are recognized as indigenous to Africa (rather than imported).

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

L90 AFAS 474 Black Geographies: Space, Place and Ecologies of Power

From the gardens of enslaved women in 19th century Louisiana to 21st century racial justice marches in St. Louis, this advanced seminar will explore the emerging field of "Black Geographies." We will explore questions such as: How have Black communities been both enclosed and liberated by spatial arrangements of earth, sea, and sky? How do Black Geographies challenge and re-imagine conventions of social and cultural geography? What interventions are cutting-edge interdisciplinary scholars making, and what methods are they using to articulate original research? We will also spend a significant portion of class critically engaging with "Missouri Cartographies" -how historians, sociologists, and designers have depicted Black resistance and unveiled dark stories within and beyond the boundaries of our city. Suggested for undergraduate students who have taken at least one AFAS course. Graduate students may enroll with instructor permission.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA

L90 AFAS 475 Advanced African History Seminar

This seminar allows students who have completed basic African history course work to explore advanced topics in the field. Selected topics include: African geography and environmental history, the classical kingdoms of the Sahel, the development of Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa.

Credit 3 units. A&S IQ: LCD BU: ETH EN: H

L90 AFAS 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and postcolonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was postcolonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Same as L22 History 4881

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

L90 AFAS 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the university's slavery "archive" and questions related to enslavement in the history of the university and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. Prerequisite: See History headnote.

Same as L22 History 49SA

Credit 3 units. A&S IQ: HUM, SD BU: BA, ETH, HUM EN: H

American Culture Studies

The American Culture Studies (AMCS) program in Arts & Sciences at Washington University fosters the multidisciplinary study of the Americas. We promote a pluralistic and transnational view of American historical, social, political, material and cultural contexts. Our approach is theoretically and empirically inclusive, emphasizing the enormous diversity within American society and the wider world. We are especially concerned with issues of race, ethnicity, gender, sexuality, class and other social contrasts that spur so much debate, expression and conflict within the United States and across borders.

We offer one major (American Culture Studies) and two minors (American Culture Studies and Asian American Studies) in our undergraduate program. For undergraduates and graduate students, including the Harvey Graduate Fellows and Harvey Undergraduate Scholars programs, AMCS and Asian American Studies offer diverse curricular opportunities for transdisciplinary study as well as mentoring from faculty in different fields who can support students' intellectual growth. The AMCS major includes a series of concentration areas such as "Ability and the Body," "Citizenship, Nationhood, and Identity," "Gender and Sexuality," "Place, Space, and the Environment" and "Race and Ethnicity."

The minor in Asian American Studies is designed to enrich students' critical understanding of both individual experiences and collective histories of Asian Americans in regional, national and transnational contexts. As an interdisciplinary and multidisciplinary program, it underlines transnational contexts and comparative perspectives for the study of Asian American experiences.

Above all else, our aim is to foster expansive and critical perspectives and understandings of the historical, social and cultural dimensions of life across the Americas.

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

Faculty

The American Culture Studies program is enriched by its diverse community of faculty, lecturers, students and staff. Please visit our AMCS Directory page (<https://amcs.wustl.edu/people/88/>) for a description and list of our teaching and affiliated faculty and other important members of our community.

Majors

The Major in American Culture Studies

Total units required: 32 credits, 24 of which must be at the 300 level or higher.

Visit our Course Listings (<http://amcs.wustl.edu/listing.php>) webpage for a complete list of courses, by semester, that count toward the AMCS major. For more information about the major — including past examples of projects, leadership opportunities and an FAQ — please visit our AMCS undergraduate (<https://amcs.wustl.edu/undergraduate/>) webpage.

Requirements:

- **Introductory Course** (3 credits) as designated by American Culture Studies: Options for this requirement have recently included AMCS 220 Topics in AMCS: Race and American Popular Music, AMCS 206 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 202 The Immigrant Experience. Visit our Course Listings (<http://amcs.wustl.edu/listing.php>) webpage for additional offerings by semester.
- AMCS 375A: **Methods and Visions** (3 credits): Visit our Course Listings (<http://amcs.wustl.edu/listing.php>) webpage for the current offering, as the topic varies by semester.

- **Fieldwork Experience** (3 credits): Enrollment in an approved fieldwork course such as AMCS 479: On Location: Exploring America (<https://amcs.wustl.edu/on-location/>) or completion of a field-based independent project under the guidance of AMCS faculty (in most cases under the course number AMCS 298 Directed Fieldwork in American Culture Studies).
- **General Americanist Course Work** (18 credits): Six courses taken in the following groupings:
 - **Prime Concentration Area Course Work** (9 credits): Three courses in a single concentration, at least two of which must be at the 300 level or higher (refer to "Established Concentration Areas" below).
 - **Distribution Course Work or a Second Concentration Area** (9 credits): Courses taken in three different disciplines or fields ("Distribution") or three courses in a second concentration area. At least two of these courses must be at the 300 level or higher.
- **Senior Capstone Project** (3 credits): This is a multidisciplinary project that serves as the culmination of the program's course work and past fieldwork study. Proposed during the spring of the junior year, this 3-credit project is granted academic credit in the fall through AMCS 400A AMCS Capstone Workshop I. Students pursuing the Senior Honors Thesis will earn an additional 3 credits in the spring through AMCS 400B AMCS Capstone Workshop II. The capstone requirement may also be fulfilled within the context of an approved upper-level seminar course. For more information about the capstone project and proposal process, including important dates, please visit the AMCS website (<https://amcs.wustl.edu/capstone/>).
- Two 1-credit workshops — AMCS 490A AMCS Portfolio Workshop: Academic Citizenship and AMCS 490B AMCS Portfolio Workshop: Connections and Explorations — taken in the senior fall and spring semesters, respectively (required for the Class of 2022 and beyond).
- At least **two multidisciplinary courses**, taken as part of the above major requirements and designated by AMCS (this does not usually require additional course work). Students are encouraged to take multidisciplinary courses that connect to the subjects or issues in their concentration area. AMCS 375A and the course taken to fulfill the fieldwork requirement may not also count toward the multidisciplinary requirement.

Additional Information

Established Concentration Areas

The following list reflects areas of longstanding student interest. Majors are welcome to propose new concentrations or to tailor an established one to suit their interests. AMCS currently has nine established concentration areas:

- 20th-Century America
- Early America
- The Construction of Race and Ethnicity in American Life
- Policy-Making in American Society
- Popular Culture
- A Sense of Place: Community, Region and Landscape
- Social Thought and Social Problems
- Visual, Material and Digital Cultures in the United States
- War and Peace

AMCS gives majors considerable freedom in defining their course of study, allowing them to learn how cultural study is done in multiple fields and periods even as they define concentration areas in ways that suit their specific interests. Pairing the AMCS major with a second major in a complementary discipline is an especially enriching model of cultural study, and AMCS will work closely with students to ensure that double-majoring works well.

Study Abroad: Majors intending to study abroad should consult with the AMCS study abroad advisor well in advance to plan a course of study and discuss its impact on their work in the major (including their fieldwork and capstone projects). For further information, please refer to the Frequently Asked Questions (<https://amcs.wustl.edu/amcs-undergraduate-faq/>) on our undergraduate page or review the AMCS approved programs on the Study Abroad (<https://overseas.wustl.edu/study-abroad/>) webpage (by searching for "American Culture Studies" as the "Program Name" in the WUSTL Global Opportunities database (<https://sa.wustl.edu/?FuseAction=Programs.AdvancedSearch>), which can be accessed from the Planning for Study Abroad page (<https://overseas.wustl.edu/plan/>)).

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

Senior Honors: Writing an AMCS honors thesis is one way to fulfill the capstone project requirement. It allows students to complete an extended study of a cultural topic with the input of faculty from more than one discipline, and it provides both a support system and an audience of peers for that study. For

more information about the honors thesis and capstone project process, including important dates and criteria, please visit our Senior Honors Thesis page (<https://amcs.wustl.edu/major-requirements/#secondary>).

Minors

For more information about the other minor offered by American Culture Studies, please visit the Asian American Studies page (p. 371) of this *Bulletin*.

The Minor in American Culture Studies

Total units required: 15 credits, at least 9 of which must be at the 300 level or higher.

Requirements:

- **Introductory Course** (3 credits) as designated by American Culture Studies: Options for this requirement have recently included AMCS 220 Topics in AMCS: Race and American Popular Music, AMCS 206 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 202 The Immigrant Experience. Visit our Course Listings (<http://amcs.wustl.edu/listing.php>) webpage for the full listing by semester.
- **Distribution Course Work** (9 credits): At least three courses on American subjects (two of which must be at the 300 level or higher) either in a single established Concentration Area (<https://amcs.wustl.edu/major-requirements/#primary>) (refer to the list of established concentrations below) or in three distinct disciplines outside the student's major.
- One additional AMCS course (3 credits).
- At least **two multidisciplinary courses**, taken as part of the above minor requirements and designated by AMCS. Minors who opt to do a concentration are encouraged to take at least one multidisciplinary course that connects to the subjects or issues in the chosen concentration area. AMCS 375A: Methods and Visions (a junior-level seminar) is also encouraged and may count as a multidisciplinary course. Visit our Course Listings (<http://amcs.wustl.edu/listing.php>) webpage for a complete list of general and multidisciplinary courses that count toward the AMCS major.
- Only one of the courses taken to complete the minor requirements may be home-based in the same discipline as the student's major(s).

Additional Information

Established Concentration Areas

The following list reflects areas of longstanding student interest. Minors are welcome to propose new concentrations or to tailor an established one to suit their interests. AMCS currently has nine established concentration areas:

- 20th-Century America
- Early America
- The Construction of Race and Ethnicity in American Life
- Policy-Making in American Society
- Popular Culture
- A Sense of Place: Community, Region and Landscape
- Social Thought and Social Problems
- Visual, Material and Digital Cultures in the United States
- War and Peace

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

Courses

Visit online course listings to view semester offerings for L98 AMCS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L98&crslvl=1:4>).

L98 AMCS 101 Lewis and Clark and the American Challenge

This central multidisciplinary course in the American Culture Studies program is taught by faculty members from the humanities and social sciences, with guest lecturers from the natural sciences. Its focus is the 1804 to 1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark, which will serve as a basis for examining American cultures, past and present. This expedition of more than 7000 miles dramatically altered the nation's identity by expanding its perception of America's enormous human and physical diversity and by forcing Americans to confront the issue of how much difference the United States could contain. Starting with selections from the expedition's journals, the course will introduce the varied and often contradictory ways (then and now) that different disciplines examine a problem: history, literature, art, anthropology, economics, political science, and biology, as well as race and gender perspectives. In this way, the course seeks to investigate how peoples of different perspectives and cultures interact: how they explore the unknown and try to explain it; how they gather and develop "knowledge"; and how they accept or reject information. To draw together these varied strands of inquiry and to expose students to the research process, the lectures will be complemented by weekly small-group discussions, with field trips to sites along the expeditionary route, including those of the upper Missouri River in North Dakota. Students will choose specific questions they wish to investigate; after being organized into research groups of four or five, they will create websites addressing those issues. Students will enroll in a special section of E Comp in addition registering for this core seminar. Credit 3 units. A&S: FYS BU: HUM

L98 AMCS 1012 Introduction to Urban Studies

This course provides a survey of the field of Urban Studies, utilizing the city of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course will briefly revisit the experiences of

previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social, political and economic dilemmas which many urban dwellers in St. Louis now face. The course will reveal to students the intricacies of social welfare issues and policies among high density populations, in St. Louis, that are homogeneous and heterogeneous, at the same time. Visits and discussions with various governmental and nongovernmental agencies, and how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students will also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of Urban Studies for those who may be interested in pursuing a stand alone major in the field of Urban Studies. This course is for first-year, non-transfer students only.

Same as L18 URST 101

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

L98 AMCS 101B American Politics

In a polarized era of American politics, it is critical to have a working knowledge of the American political process and the analytical skills with which to interpret contemporary events. This course is designed to accomplish these dual objectives. In the first few weeks of the semester, we will explore both the key principles of social scientific thinking and trace the evolution of the fundamental characteristics of American government. We will use this foundation throughout the remainder of the semester to assess the contemporary challenges to American institutions and the context in which they, and the general public, make decisions. At the end of the semester, students should be able to understand and critically engage with information about American politics, as well as actively engage with the American political system (should they choose to do so).

Same as L32 Pol Sci 101B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
UColl: PSA

L98 AMCS 102 First-Year Seminar: Visualizing and Documenting Race, Class and Gender

How do you know someone is a woman or a man, upper or lower class, Hispanic or white? What signals these identities, and what do we associate with them? In this course, we will use photography and narrative accounts to explore intersections of race, class, and gender. Our investigation will cover three broad topics: systems of power, structures of institutions, and performances or displays of identities. Students will be challenged to use their "sociological imagination" and to connect personal problems to public issues, moving beyond commonly held views and using their own lives to advance knowledge. Through photography and weekly reflection pieces, students will learn how to situate their writings within the academic literature,

developing skills in articulating arguments, analyzing theory, conducting visual methods, and directing a critical eye upon even the most taken-for-granted social positions: our own, as we discover our place within the Washington University community.

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

L98 AMCS 1022 Popular Music in American Culture

American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television.

Same as L27 Music 1022

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

L98 AMCS 102C First Year Seminar: Strengths, Weaknesses, Opportunities, and Threats for 21st Century Education

This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students.

Same as L12 Educ 102

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

L98 AMCS 102E First Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy. This course is for first-year, non-transfer students only.

Same as L12 Educ 102C

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

L98 AMCS 105 History of Jazz

History of jazz to the present, including its African elements.

Same as L27 Music 105

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

L98 AMCS 109 Ragtime

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Same as L27 Music 109

Credit 2 units. A&S IQ: HUM BU: HUM

L98 AMCS 1101 Ampersand: Examining America: American Dreams: Art, Culture, Performance, and Politics

Does the "American Dream," rooted in Jeffersonian ideals of "life, liberty, and the pursuit of happiness," still hold sway in the American imagination, or have we moved on from its tantalizing promises? To answer this question, this Ampersand course investigates how perceptions, representations, and meanings of the American Dream manifest-or struggle to be realized-in the contemporary United States. As the American Dream relies deeply on the interaction between American culture and performance, we turn to case studies of the arts-theatre, literature, film, and painting-as lenses for understanding the complexities of nation and identity inherent to the American Dream. Utilizing an intimate seminar format to foreground our close reading and discussion of these multimodal texts, this Ampersand course emphasizes both critical thinking and writing. We also consider (and visit) a variety of exciting local theatrical performances and art exhibits, both on and off-campus. In synthesizing our interdisciplinary approach to the American Dream-or is it American Dreams?-the course culminates with a creative project with opportunities for performance during the final week of classes. This course is restricted to first-year students only.

Same as L61 FYP 1100

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 111 First-Year Seminar: Race and Ethnicity on American Television

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course charts changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screenings.

Same as L53 Film 110

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

L98 AMCS 111A First-Year Seminar: The Vietnam Wars

US-centric historical narratives of the Vietnam War obscure the perspectives and lived experiences of the Vietnamese. The social, ethnic, and religious diversity, and the political and gender-related complexities of the Vietnamese are typically neglected. By focusing almost exclusively on Vietnam, US narratives of the war also tend to gloss over the wider regional dimensions of the conflict. In the interest of redressing this imbalance, this course examines the outlook, values, agency, and experiences of northern and southern Vietnamese, as well as rural and urban Cambodians and Laotians. Drawing on a wide range of primary and secondary sources it provides a macro and micro level historical analysis of Vietnam, Cambodia, and Laos from the premodern era until the present. In so doing, it explores the early sociocultural foundations of ancient Southeast Asian civilizations, the impact of Chinese and French colonialism, and Japanese occupation, the rise of Indochinese nationalist and communist revolutionary movements, the process of decolonization, the impact of US military intervention, the rise and fall of the Khmer Rouge, postwar political and economic developments, and the memories and multiple meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.

Same as L97 GS 111

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC BU: BA, IS EN: S

L98 AMCS 112 First-Year Seminar: Race and Ethnicity in American Cinema

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class looks at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multiculturalism as a central factor in the stories told and the telling of stories on the American screen. Students use film texts to develop a critical understanding of one of the most important issues in American history. Required screenings.

Same as L53 Film 112

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

L98 AMCS 1165 First-Year Seminar: On Broadway - Musicals, Race, Place

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows -- from "Show Boat" to "Hamilton" -- and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.

Same as L27 Music 1165

Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

L98 AMCS 118A Geology of National Parks

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Same as L19 EPSc 118A

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L98 AMCS 1201 First-Year Seminar: Race and Performance

What does it mean to "act Black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's "Passing"), plays (e.g., Anna Deavere Smith's "Fires in the Mirror"), and performances

of everyday life (e.g., "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Same as L15 Drama 120

Credit 3 units. A&S: FYS A&S IQ: HUM, SD BU: BA EN: H

L98 AMCS 120B Beyond Boundaries: Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

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

L98 AMCS 1212 Ampersand: Pathfinder - A Sense of Place: Discovering Missouri's Natural Heritage

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L98 AMCS 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis

Students will go exploring in and around St. Louis, where they will learn about the St. Louis backyard and their "home" for the next four years. Through field trips, readings, and discussion, students will see firsthand what challenges face the local environment and the people who live here. They will learn how to examine multiple perspectives, how to think critically, and how to approach problems from an interdisciplinary and holistic

approach. They will also learn why it is important to know a community at the local level if to affect change on any level, whether state, national, or international. This course includes several field trips in addition to weekly readings and discussions.

Same as L61 FYP 122

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L98 AMCS 125 St. Louis and the Documentary Image

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

L98 AMCS 130 First-Year Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Same as L48 Anthro 130

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

L98 AMCS 135 First-Year Seminar: Chinatown: Migration, Identity, and Space

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of five Chinatowns in the United States through the real-life stories of their residents. This is followed by an in-depth study of Chinese restaurants and food in a global diasporic context using texts, images, and films that reveal how Chinese cuisine is inherited in and adapted to each local culture and society. The seminar culminates in discussions of Chinese migration and settlement, of representations of identity, and of cultural and spatial constructions in particular historical and social contexts. It will also examine the impact of

the COVID-19 pandemic on Chinatowns in the United States and elsewhere. The assignments include surveys of Chinese businesses and a debate about whether or not Olive Blvd. constitutes a Chinatown in St. Louis.

Same as L97 GS 135

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

L98 AMCS 136A First-Year Seminar: 20,000 Years on Turtle Island: A Deep History of North America

The twin premises of this course are that humans are the subject of history and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This course will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will focus on contested events or issues, where our sources tell different stories, and we will consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but we will also consider how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course are as follows: (1) to put recent American history in its proper context; (2) to show how historical narratives are constructed and contested; and (3) to give students tools other than written records with which to construct history. Course is for first-year, non-transfer students only.

Same as L48 Anthro 136

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

L98 AMCS 144 First Year Seminar: Monumental Anti-Racism

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced.

Same as L90 AFAS 144

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

L98 AMCS 160 First-Year Seminar: Contemporary American Memoir

Same as L14 E Lit 160

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

L98 AMCS 163 Freedom, Citizenship, and the Making of American Life

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor. Same as L22 History 163

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

L98 AMCS 165D Latin America: Nation, Ethnicity and Social Conflict

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None.

Same as L45 LatAm 165D

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

L98 AMCS 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin and Madonna to "The Joys of Yiddish" and jewlicious.com. Moving from tradition to modernity to pluralism and transdenominationalism and then back to tradition (sometimes with a vengeance), we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.

Same as L75 JIMES 180

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

L98 AMCS 200A Doctors and Terrorists: The Fictions of South Asian America

South Asians have always played an integral role in the culture, history, and politics of the United States. However, for complex reasons, their presence has either been concealed or dismissed through dangerous stereotypes or, just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music, and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so, they have sought to resist the dictates of whiteness, to question U.S. imperialism, to garner acceptance and mobility, and to build solidarity with other U.S. minorities. In this course, we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefited from that designation? What role have South Asians played in the economic, cultural, and global ascendancy of the United States? How do South Asians connect with and control their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of storytelling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Same as L46 AAS 200

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

L98 AMCS 2010 Religion and American Society

This course explores religious life in the United States. We will focus our study on groups and movements that highlight distinctive ways of being both "religious" and "American," including the Americanization of global religions in the U.S. context. Major themes will include religious encounter and conflict; secularization, resurgent traditionalism, and new religious establishments; experimentalism, eclecticism, and so-called "spiritual" countercultures; the relationship between religious change and broader social and political currents (including clashes over race, class, gender, and sexuality); and the challenges of religious multiplicity in the United States. Students will do the following: (1) acquire knowledge of the disparate religions practiced in North America during the 20th century and beyond; (2) examine some of the chief conflicts as well as alliances between religion and the American social order in a global context; and (3) develop interpretive tools for understanding religion's present and enduring role in the United States and the world.

Same as L57 RelPol 201

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

L98 AMCS 2011 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.

An overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its

focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisites.

Same as L40 SOC 2010

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

L98 AMCS 202 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th- and 20th-century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

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

L98 AMCS 2022 The Essay: From Montaigne to The New Yorker

The essay has a storied past and present as well as a variety of purposes. In this course, we trace the history of this form, beginning with those long forgotten and not necessarily identified as essays and moving swiftly to present-day essays. We read works by such authors as Michel de Montaigne, Jonathan Swift, W. E. B. Du Bois, and Virginia Woolf, plus articles in 2020 issues of *The New Yorker*. We practice brief reflective and long formal essays, including a profile, a reportage, and a film review. By the end of the semester, students will have a good understanding of the essay's history and form and a good sensibility for writing it.

Same as L59 CWP 202

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

L98 AMCS 2033 Introduction to Education Topics:

Contradictions and Controversies in School Choice

Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.

Same as L12 Educ 203A

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

L98 AMCS 203B Introduction to Education: Myths and Mysteries of Memory

In this course, we will learn about the science of memory and how it relates to education, broadly construed, by taking a tour through the many ways in which memory influences everyday life. We will cover topics like how to learn effectively, individual differences in memory ability, the effect of trauma on memory, why people are susceptible to misinformation, and how collective memories shape the way we remember history. In the process of learning about these topics and others, we will critically evaluate widely believed myths about memory, try to explain mysteries of memory, and explore the implications for education in formal and informal contexts. By gaining a better understanding of memory and how it works, you will acquire skills and knowledge that you can apply to your education and life more generally.

Same as L12 Educ 203E
Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 203C Introduction to Education: Social Inequality, Development, & Early Childhood Education

Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children's education. An understanding of the social, political, and economic contexts of families and schools is essential to understanding how social factors impact individuals. Race, class, health, and place exert influence on individual achievement and opportunity throughout the life course. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, later academic achievement, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy. This course will examine the complex ecosystem of neighborhoods and schooling and will offer students a broad overview of these themes as we critically examine inequality and education in the United States.

Same as L12 Educ 203C
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 203D Introduction to Education: Immigrants, Refugees, and English Learners in U.S. Schools

What is the distinction between immigrant, refugee, migrant, and newcomer students in schools? How are their needs similar, and how are they different? Although U.S. schools have historically served multilingual children, many have seen an increase in the racial, ethnic, and language backgrounds of the students they designate as English learners (ELs). As such, educators are still coming to understand how to best support this highly diverse group. In addition to clarifying distinctions between EL and student background classifications, this course will examine: federal, state, and local policies impacting immigrant and refugee student integration into schools, how school practices for several kinds of multilingual students vary, and how existing educational structures can better support designated EL students and their families.

Same as L12 Educ 203D
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 203E Introduction to Education: Disability Law, Policy, and Institutional Implications

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Same as L12 Educ 203B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 2052 Conspiracy Theories and Online Hoaxes: The Rhetoric of Disinformation

Why do people believe in conspiracies, and what can we do to quell disinformation? This course will build on foundational information literacy skills by studying conspiracy theories and hoaxes that originate and are circulated online and that are then used for political advantage. Taking a multidisciplinary approach, we will read texts in composition and rhetoric, media studies, philosophy, history, sociology, political science, and psychology to understand how conspiracy theories, hoaxes, and other forms of disinformation are amplified through social media networks and come to be believed by millions. Working with case studies such as QAnon, climate change denial, the anti-vaccination movement, and the Flat Earth Society, this course will explore the rhetoric that convinces people to believe in disinformation and the networks that contribute to its proliferation while also studying ways to combat disinformation, from methods for debunking conspiracy theories and hoaxes to the actions that journalists, educators, and others can take to resist the spread of disinformation.

Same as L59 CWP 205
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 206 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies

The topic of this course changes from semester to semester. See the Course Listings for the current offering.

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

L98 AMCS 2062 Visualizing the American City

Mound City. Gateway to the West. A "city of neighborhoods." One of the most segregated places in America. A sports town with "the best fans in the world." The heart of the Silicon Prairie. Flyover country. St. Louis has been called all of these things and many more over the past 200 years. Like all cities, its evolving identity has been shaped by stories, ideas, place memories, and local branding efforts that are deeply rooted in the visual imagination -- those "pictures of the mind" that define a distinct sense of place. Such pictures are at once personal and shared. And some -- like aerial photos of the Arch -- become definitive elements of the visual imaginary and are reproduced endlessly, from art galleries to tourist maps to baseball caps. This introductory course explores the visual culture of the American city, seeking to understand its powerful political and social significance at key moments in urban history. We will engage the rich archives of urban life, culture, and economic development associated with Chicago, New York, St. Louis, Detroit, and other cities, working with maps, engravings, photographs, travel guides, souvenirs, billboards, posters, and many other visual technologies, including digital representations and experimental formats. In so doing, we will attend to various historical phenomena -- from world's fairs and urban renewal projects to catastrophic violence and slum clearance to gentrification and social reform, as well as their visual representations -- that have shaped these cities' public lives and identities and contributed to broader urban imaginaries that are still powerfully present today. Students will develop their analysis and writing skills through short artifact readings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA

L98 AMCS 2072 The Scholar and Social Change: Writing between Research and Political Urgency

While scholarship has a fraught relationship with timely action, some scholars understand and position their intellectual activities as promoting real-world change to bring about a more equitable and just future: By better understanding a seemingly intractable problem, we should be better able to empower others with actionable knowledge. And by better reflecting on the socio-political role of scholarship, we should be able to bridge the gap between knowledge and action. This composition course is devoted to reflecting on our role as members of both a scholarly community and a system beset by powerful interests working to preserve exploitative practices that degrade our health, our environment, and our dignity. Specifically, "The Scholar and Social Change" develops theoretical models and research strategies to investigate how overlapping histories of systemic oppression affect the production of knowledge and power. In seminar-style class discussion we will connect urgent affairs of the day to academic literature on environmental justice, critical race theory, postcolonialism, intersectionality, corporate disinformation, and neoliberalism. Ungraded research exercises will practice finding and making use of Supreme Court decisions, government research agencies, newspapers, and case studies on St. Louis and Washington University. Readings will include works by scholars reflecting on political action, modeling social engagement, and holding their own disciplines to account. As we read the authors on the syllabus -- including Naomi Oreskes, Keeanga Yamahtta-Taylor, Julie Sze, Nick Estes, Laura Pulido, Kendall Thomas, Gayatri Spivak, and Judith Butler -- we'll ask how scholarship can be a political vocation and what that may mean for us as writers and researchers. Assessment will include research essays, peer interviews, reflection posts, and oral presentations with graded draft workshops built into the class schedule. Considerable freedom will be given to students to craft their final research project on a topic consistent with the spirit of the class.

Same as L59 CWP 207

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L98 AMCS 208B African-American Studies: An Introduction

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archaeology, sociology, and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa but created in the Americas. Required for the major.

Same as L90 AFAS 208B

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

L98 AMCS 2110 Social Inequality in America

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force. No prerequisites.

Same as L40 SOC 2110

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

L98 AMCS 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores. Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM

Art: HUM BU: HUM, IS EN: H

L98 AMCS 212 The American Dream: Work, Class, and Culture

Race and gender are widely discussed and their ramifications well studied, but a great silence still surrounds the issue of class in America, which is often called a "classless society" in which those who work hard enough can attain the American dream. With the 20th-century worker and workplace as the focus, students study texts (among them "Rivethhead," "China Men," and "Mules and Men"), films ("Modern Times," "Salt of the Earth," and "Saturday Night Fever"), and music (blues, folk, and rock) as a way to consider the changing concepts and valuations of class, the history and culture of working-class America, its portrayal in popular media, and where class-related matters stand today.

Credit variable, maximum 3 units. BU: BA, HUM

L98 AMCS 214B American Art and Material Culture of the Gilded Age

This sophomore seminar explores American art and material culture from the aftermath of the Civil War to the dawn of the 20th century. Readings and classroom discussions consider the interplay between artworks and complex cultural and historical developments of the period, including the rise of international travel and trade, rapid industrialization and urbanization, mass consumerism, growing income inequality, immigration, the crisis of faith, the closing of the West, and the changing status of women and African Americans. Key artists to be considered include James McNeill Whistler, John Singer Sargent, William Merritt Chase, Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner. We will end the semester with a sustained consideration of the work of Winslow Homer, in which major concerns of the Gilded Age — about truth and falsehood, the boundaries of citizenship, and the power of art — converge. Same as L01 Art-Arch 214

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

L98 AMCS 220 Topics in AMCS: Race and American Popular Music

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology and political science; at the same time, they learn key concepts within the field that inform their future work. These are presented

in a semester-specific topic of focus; please refer to course listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS majors and minors.

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

L98 AMCS 225 Topics in AMCS: American Misfits: Rebels, Punks, and Outsiders

The topic of this course varies from semester to semester. Please see the Course Listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 225A Religion and Politics in American Society

The United States has been imagined, by turns, as a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. Are there shared national symbols and ideals that have held the country together? Is there a discernible "civil religion" in American public life—a shared faith in freedom, democratic citizenship, and patriotic sacrifice? Or, is there instead a set of competing, irreconcilable visions—say, a white Christian nationalism versus a pluralistic cosmopolitanism? This course examines such issues through a range of speeches and addresses by such generative figures as George Washington, Thomas Jefferson, Frederick Douglass, Abraham Lincoln, Elizabeth Cady Stanton, Franklin Delano Roosevelt, John F. Kennedy, Martin Luther King Jr., Ronald Reagan, Barack Obama, and John McCain. Through sustained discussion of their canonical speeches, as well as other monuments, rites, and declarations that have hallowed the nation, the class explores what ideals Americans have held sacred.

Same as L57 RelPol 225

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

L98 AMCS 2280 Introduction to Aural Culture: Silence, Noise, Music

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Same as L27 Music 228

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

L98 AMCS 229 Introduction to AMCS:

#AmericanCultureStudies: Exploring the Field!

What does it mean to do American culture studies? This course teaches students how to critically analyze U.S. culture and society and introduces them to the history, methodologies, frameworks, and key questions that have shaped and continue to inform this interdisciplinary field. American culture studies is a broad and vast discipline that defies simple summary; it asks probing questions to uplift marginalized voices and experiences as part of an expansive definition of American identity. This course exposes students to practices that constitute American culture studies rather than demarcate a terrain for what it is: historically crossing disciplinary boundaries (arts, humanities, social sciences) and engaging diverse texts (film, literature, historical documents, popular culture, performance, material culture, etc.) American culture studies resists strict definition! In

this course students study how knowledge and understandings about society and culture are produced and learn approaches to analyzing, curating and interpreting cultural objects and theorizing cultural phenomena. We examine the concept and idea of "America" in local, regional, national, and international contexts and continuums; we explore the lived experiences of diverse American communities within and across cultural and literal borders. Through a case study approach, the course engages questions related to the construction of ethnic and racial identities in the United States; visual, material, and digital cultures; social thought and social issues; mass media and popular culture; gender and sexuality; citizenship and nationhood; art, literature, and performance; and American imperialism.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 230 Topics in Urban America

This course foregrounds the interpretive and analytical approaches used in the study of American cities. The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns and evolution. Employing multiple perspectives, we interpret urban space as a product of culture, explore the city's importance in shaping American society, and investigate the ongoing evolution of the built environment. This course lays the basis for interdisciplinary thinking and research in American culture studies. The topic varies by semester. Please refer to course listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS students.

Credit 3 units. BU: BA, HUM

L98 AMCS 236 Cultural History of the American Teenager

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 60 years? In our consideration of teen culture, we take a multidisciplinary approach when tackling a variety of materials -- including historical readings, literary fiction, young adult fiction, comic books, popular films, and popular music -- in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past sixty years. We begin with J.D. Salinger's classic novel of adolescence alienation, "The Catcher in the Rye," a book that in many ways helped initiate the rise of the youth movement in the 1950s and 1960s. Our readings focus on the middle decades of the 20th century, when teen culture moved to the forefront of American life, but we end the semester by considering how teen life has recently been imagined in such novels as "The Hunger Games." This course also discusses a few films, such as "Rebel Without a Cause" and "American Graffiti," which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we will focus on the different methods that we can employ when attempting to interpret and analyze American culture.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 244 War, Rebellion and the Formation of American Identity, 1754-1865

This course surveys the United States' experiences with rebellion and organized armed conflict from the origins of the American Revolution until the Civil War. Though the class will deal with war, its focus is not on military tactics or the outcome of battles — indeed several of the conflicts it considers were entirely bloodless. Rather, the course utilizes war and rebellion as a prism through which to view the ways in which Americans conceived of themselves. Students address a number of questions such as how and why did people in North America conceive of themselves as distinct from Europeans? Did war lead to more inclusive or exclusive views of who was considered "American?" How did people of different backgrounds view violent conflict? Why did some wars become central to American myth and others largely forgotten? Did war and rebellion promote a newly formed nationalism or did they help lead to sectionalism and the Civil War? Readings consist of secondary materials from a range of disciplines and primary documents that include novels, speeches, newspaper articles, letters, memoirs, editorial cartoons, and paintings.

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

L98 AMCS 244B Religion and Music in American Culture

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Same as L57 RelPol 244

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L98 AMCS 246 Introduction to Film Studies

How do film images create meaning? What are the tools the film artist uses to create images? This course introduces students to basic techniques of film production and formal methodologies for analyzing film art. Students learn the essential components of film language — staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses — to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required screenings.

Same as L53 Film 220

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

L98 AMCS 248 Latino/a Experiences in the United States

Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States issues of ethnicity, gender, nation, class, sexuality and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we analyze and discuss the concept of order to understand the constructions and varied meanings of the term. There is a special emphasis placed on anthropological, historical, and social science literatures of the Caribbean, Latin America, and the United States as they pertain to deeper understandings of identity. Prerequisite: Participation in the Annika Rodriguez Program.

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

L98 AMCS 248B Religion, Health, and Wellness in Modern America

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry

Same as L57 RelPol 248

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L98 AMCS 250A Sophomore Seminar: Stranger Than Fiction: True Crime from In Cold Blood to I'll Be Gone in the Dark

Topic will vary by semester.

Same as L14 E Lit 250

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

L98 AMCS 253 Sports & Society: Histories of American Sports

Commercialized spectator sports are a hugely influential part of American culture, politics, and economics. However, the story of how they got that way is too often assumed to be straightforward and self-evident. In this course, we will complicate such assumptions by examining the complex cultural web of American sports history and exploring the people, power structures, and social contexts in which our athletic games have developed, from the Civil War to the present. We will pay particular attention to matters of gender and race in traversing these histories, and students will be asked to consider the ramifications of sociocultural development in sports for American culture at large (and vice versa). Among the topics in sport that we will consider in detail are amateurism, commercialization, masculinity, mass mediation, and violence. We will analyze particular athletes of significance from the last 150 years, including Jack Johnson, Althea Gibson, Muhammad Ali, Serena Williams, Michael Jordan, and others. At the same time, we will examine the forms of media that shape our narratives and understandings of the competitions we consume. In addition, we will consider transnational competitions like the Olympics, which bring American conflicts over race and gender into a global context. No prior sports knowledge is necessary to enroll in the class. Students put themselves on the waitlist and will be enrolled manually by the registrar. Five seats are reserved for each class year for a total of 20 students. This course is affiliated with "Sports & Society: Culture, Power, and Identity," an American Culture Studies program initiative focused on the intersections of athletics, identity, and social power.

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

L98 AMCS 254 Topics in AMCS: A Year in Review: Hindsight is 2020: Piety, Pandemic, and Politics

What was 2020? This course examines a year that will be remembered alongside 2001, 1968, 1945, 1929, 1865, 1800, and 1776 as one of the most consequential in American history and culture. We will consider how the COVID-19 global pandemic, the bitterly contested 2020 Presidential election, and a summer of renewed protest for social justice reverberated through spheres of American arts, culture, education, energy, health care, labor, religion, sports, the university, technology and more. A series of guest experts from Washington University and around the country will provide instruction via lecture once per week, with students sharing their own experiences and analysis in discussion sections during the other weekly course meeting. The course is open to all, but it is geared toward first-year students and sophomores. It fulfills the Intro course requirement in the AMCS major. This is a variable topics course for courses best suited to the reviewing of a significant year in American Culture Studies. Topics vary by semester, so please see the current course listing.

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

L98 AMCS 255 Religion, Environmentalism, and Politics

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Same as L57 RelPol 255

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

L98 AMCS 256 Imagining Interdisciplinary: The Interdisciplinary Workshop in American Culture Studies

Why study American culture? In this workshop we explore some of the many answers to this provocative question, as well as some of the objects of study available to us as students of American culture. Intended as a foundation for the American Culture Studies (AMCS) major and minor, the course is practical, exploratory and discussion-oriented. It helps students to get acquainted with AMCS as a community while imagining the types of projects that get done there. Sessions feature guest speakers, field trips to sites of cultural interest, and short readings that introduce different approaches to American culture studies. Students also examine the methods and questions that define their other field(s), and identify topics and fieldwork projects that especially engage them. Along the way, they are mentored by one of the program's Undergraduate Harvey Scholars, and helped to locate themselves in an inter-departmental program that supports a wide range of intellectual pursuits. The final assignment is a contribution to the "anthology project," a student-generated compilation of resources and readings that will be shared with future AMCS students.

Credit variable, maximum 1 units.

L98 AMCS 257 From Champagne to Champlain: French Culture in North America

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music, and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs, and field trips to Missouri historical sites, it will expose the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse, and Sainte Genevieve), students will learn about many fundamental connections between America and France. Topics include early explorations, Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippian culture.

Same as L34 French 257

Credit 3 units. BU: ETH

L98 AMCS 258 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Same as L32 Pol Sci 258

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

L98 AMCS 2580 Families and Social Inequality

Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities. No prerequisites.

Same as L40 SOC 2580

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

EN: S

L98 AMCS 261 The Cultural Lives of Things: An Introduction to American Material Culture

American culture is so often defined by its obsessive attachment to material things — the iPhones, coffee cups, favorite t-shirts and Harley-Davidson motorcycles that fill our everyday lives. This course will explore our contradictory relationship to such objects — the possessions that serve practical functions and give us a sense of identity, meaning and power, but just as often come to possess or control us. How do things take hold of us? What gives them potency, value, and cultural significance? What psychological, social, economic and political purposes do they serve? Do Americans have a distinct relationship (or a dysfunctional attachment) to their possessions? In answering such questions, we will consider objects of all kinds, from the mundane and utilitarian to the strange, rare and often-fetishized. We will explore their histories, their participation in regimes of commodification and power, their everyday and symbolic functions — in short, the twists and turns of their rich cultural lives. The course will introduce different strategies for interpreting objects as cultural evidence, drawing upon work in anthropology, art history, sociology, literature and museum studies, as well as theorists (Marx, Freud, Baudrillard and others) who have influenced modern conceptions of material life. Students should also look forward to some in-the-field analysis of different historic, museum, and personal objects around St. Louis (field trips!).

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

L98 AMCS 2651 Urban America

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and considers urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Same as L22 History 2561

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

L98 AMCS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society; however, in order to offer a critical point of contrast, students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora. Same as L22 History 2674

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

L98 AMCS 270B Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.

Same as L04 Chinese 270

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

L98 AMCS 271 The American Musical Theater Songbook

From its birth in vaudeville and musical reviews to current future classics such as "Hamilton," American musical theater has produced a voluminous catalogue of material referred to herein as the "American Musical Theater Songbook." Part survey and part performance, this course will focus on the composers, lyricists, performers and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students' existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows ("Girl Crazy," "Anything Goes," "Kiss Me Kate"); Rodgers and Hammerstein ("Oklahoma!," "Carousel," "South Pacific"); Stephen Sondheim ("Gypsy," "Sweeney Todd," "Sunday in the Park With George"); modern era ("West Side Story," "A Chorus Line," "Cabaret," "Hair," "Pippin"); and contemporary ("In the Heights," "Caroline, or Change," "Kinky Boots," "Dear Evan Hansen," "Hamilton"). This course serves as a prerequisite for L15 372.

Same as L15 Drama 271

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

L98 AMCS 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America

This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometown in Mexico, fourth-generation Chinese Americans who are still asked, "Where are you from?", and West Indian immigrants forced to confront a U.S. racial order where they are defined

by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post-9/11 America and the challenges of becoming a young adult when one learns that they lack any legal status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. No prerequisites. Open to first-year students only.

Same as L40 SOC 2710

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC BU: BA, IS EN: S

L98 AMCS 280A African-American Religions

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RelPol 280

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

L98 AMCS 288 Muslims in the Media and Popular Culture

In the post-9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting

the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

L98 AMCS 281 Free the Land: Black Histories of Environmental Racism

Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice") as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments -- from the Transatlantic Slave Trade to struggles in the Greater St. Louis area today -- in which Black communities bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists.

Same as L90 AFAS 288

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

L98 AMCS 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

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

L98 AMCS 290A Latinx Art

What is Latinx art? This seemingly simple question holds a number of complicated, contradictory answers. Latinx art is art created by (and often for) Latinx communities in the United States, but who determines the scope of representation? Is Jean-Michel Basquiat, the famed Haitian-Puerto Rican-American of 1980s NYC, a Latino artist? How about the Cuban-born Ana Mendieta, who lived and worked primarily in the United States? This course will consider who gets counted as Latinx in the art world and why. Topics covered include the Chicano/

a movement in the 1970s, the Border Art movement in the 1980s and 1990s, the rise of "multiculturalist" rhetoric in the United States, and the contemporary global art market and its relationship to the category "Latinx." We will also consider issues of gender, sexuality and race, as they pertain to Latinx artists. This is an introductory course, and requires no prior knowledge of Art History or Latinx Studies. Prerequisites: none
Same as L01 Art-Arch 290
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM

L98 AMCS 2910 Alternative Facts: An Introduction to the Social Construction of Reality

This course acts as an introduction to the concept of social construction — the idea that an "objective" reality is shaped by one's social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., alternative facts and "fake" news), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as "truth," and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions through a sociological lens. Students will use foundational sociological theories to learn how to recognize the existence of multiple realities, and consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. Students will also evaluate the ways that cutting-edge technological innovations and academic research can — or cannot — help people distinguish facts from "alternative" facts. No prerequisites.
Same as L40 SOC 2910
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 297 Undergraduate Internship in American Culture Studies

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the College Office and which must be filled out and signed by the faculty sponsor and the program prior to beginning internship work. The credit earned should correspond to actual time spent in work activities; for example, eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit, or 1 or 2 credits for fewer hours or work per week. Students are encouraged to obtain written evaluations of their work for the their academic advisor and career placement file. Prerequisite: Permission of department. Only AMCS majors and minors may enroll.
Credit variable, maximum 3 units.

L98 AMCS 298 Directed Fieldwork in American Culture Studies

Fieldwork under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.
Credit variable, maximum 3 units.

L98 AMCS 299 The Study of Cities and Metropolitan America

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines, as well, strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from an historical perspective, it examines the ways

in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities, examining the consequences of urban transformation on federal, state and local politics, on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation, crime and punishment, issues of academic achievement and under-achievement, the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl, and health care, among others, are viewed from the perspective of social justice by exploring social, political, economic, racial and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing.
Same as L18 URST 299
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC BU: BA EN: S

L98 AMCS 306 Local Archives: Directed Study in St. Louis

Students register for this course for directed study with an AMCS-affiliated faculty member. All proposals for study must be submitted for review and approved by the AMCS advisor. Consult the AMCS academic coordinator for more information. Prerequisite: Permission of instructor.
Credit variable, maximum 3 units.

L98 AMCS 300D From Shaft to Django: The History of Blaxploitation Film

Hollywood was in steep decline in the late 1960's. On the brink of collapse, the film industry was rescued by an unprecedented boom in films that featured Black casts and targeted Black audiences. Narratives of slick-talking hustlers and afro-sporting femme fatales intent on "sticking it to the man," these would come to be known as Blaxploitation films. This class will historically contextualize and critically examine the Blaxploitation phenomenon of the 1970's. We will explore what led to the emergence of Blaxploitation, the peaks of its popularity, the controversies that surrounded it, its rapid demise, and its lasting influence. Blaxploitation was a brief, bombastic and highly polarizing era in the history of American film. Heralded by some as a revolution in representations of Black empowerment and by others as pandering to longstanding racial stereotypes. Indeed, it's influence on Black culture stretches beyond the 1970's and into cultural realms beyond the silver screen. While this is primarily a film course emphasizing close readings of canonical Blaxploitation cinema, we also will explore: Blaxploitation soundtracks (i.e., Curtis Mayfield and Isaac Hayes), Black Pulp Fiction novels that inspired the films (i.e., Ernest Tidyman and Sam Greenlee), the aesthetics of Blaxploitation promotion via the Black Film Promotional Material Collection located in the Julian Edison Department of Special Collections, and finally we will consider how Blaxploitation aestheticism influenced subsequent cultural movements like the 1990's renaissance in Black film, Hip-Hop and contemporary satire.
Same as L90 AFAS 3003

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: HUM

L98 AMCS 3014 American Popular Music and Media

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid nineteenth century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance, and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity will be considered across the course.

Same as L27 Music 3015

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

L98 AMCS 3015 Topics in Popular Culture: End of the Century: American Culture During the 1990s

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course considers the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of the 1990s, we consider a variety of materials — ranging from news reports and political essays, literary fiction (Philip Roth's *The Human Stain* and Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and The Cohen brothers' *The Big Lebowski*), to the music of Nirvana and Public Enemy — in an attempt to come to a better understanding of our recent history. By examining a wide variety of texts, we not only explore the cultural and political questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11, 2001, but also come to a better understanding of how cultural studies can be performed.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 3018 Race, Ethnicity, and Immigrants' Experiences in Present Day United States

Issues surrounding race, ethnicity, and immigration have become increasingly intertwined politically and publicly in the United States during the first 20 years of the 21st century. This course examines current social and political environments and the circumstances that surround these issues. We begin with a blunt examination of political and social conditions that surround these experiences, continue by considering existing theories that attempt to explain the social and political dynamics that account for current relations, and finish out the course by reading

recent studies that address specific facets of race, ethnic, and immigrant circumstances and experiences, including variations in access to equitable education, economic opportunities, political representation, and technological resources.

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

L98 AMCS 301B Individual and Community

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required.

Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

L98 AMCS 301C The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.

Same as L12 Educ 301C

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

L98 AMCS 301D A History of African-American Theater

A survey of African American theatre from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's "Dutchman," Lorraine Hansberry's "A Raisin in the Sun," Langston Hughes and Zora Neale Hurston's "Mulebone." Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

Same as L90 AFAS 301

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

L98 AMCS 301T Topics in AMCS:

Course varies by semester, see semester listing for description, Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3020 Native American Musical Traditions of the Western United States

Exploration of music and its historical and contemporary contexts among Native American cultures of the southwest and the northern plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of inter-tribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere.

Same as L27 Music 3022

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

L98 AMCS 3023 Jazz in American Culture

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Same as L27 Music 3023

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

L98 AMCS 3024 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

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

L98 AMCS 3025 Topics in AMCS: Sports and Culture

This is a topics course focusing on instances of identity and culture within the American scope. The topic varies by semester. See the Course Listings for a description of the current semester's offering.

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

L98 AMCS 3028 Music of the 1960s

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as "world music," classical or jazz, this course analyzes several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus both familiarizes students with diverse musical traditions and introduces them to a new way of thinking about music and culture. Topics discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity. Same as L27 Music 3028

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

L98 AMCS 302A The Great American Novel

Same as L14 E Lit 302

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

L98 AMCS 3031 Gender and Education

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates.

Same as L12 Educ 303

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

L98 AMCS 3034 Race and Ethnicity in American Politics

This seminar discusses the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It examines the disadvantage minorities have in the American political structure including problems with political participation. It examines how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The roll of pressure groups on political structure is discussed. Additional discussion focuses on urban politics and tensions.

Same as L32 Pol Sci 3031

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

L98 AMCS 304 Research in American Culture Studies

This course is an introduction to research for second-year students. Students work under the supervision of a sponsor. Credit 3 units.

L98 AMCS 3044 Foundations of American Democracy

Since its founding, the United States of America has been strongly identified with principles of democratic rule. This course provides an introduction to some philosophical and historical foundations of American democracy. Over the course of the semester, we will ask what democracy means, and what it requires. We will examine thinking about political rights and liberty at the American founding. We will ask what democratic inclusion and political equality entail. We will ask what democracy means, and what it should mean, in the American context, and whether and to what extent American institutions embody democratic ideals.

Same as L32 Pol Sci 3044

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

L98 AMCS 304B Survey of Brazilian Cultures: Race, Nation and Society

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None. Same as L45 LatAm 304

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

L98 AMCS 305A Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Same as L57 RelPol 305

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

L98 AMCS 3060 Current Affairs and Critical Issues in American Culture

What's in your newsfeed? Media outlets drive critical conversations and public discourse, and in this course students have the chance to keep up and weigh in. Students read the news and examine current affairs as they unfold week by week, critically analyzing and exploring modes of understanding, historicizing, and contextualizing contemporary issues in American society. The course introduces students to theoretical and conceptual frameworks for this engagement and asks questions such as the following: How are these issues related to the past? How have Americans experienced this issue before, and how is the contemporary context different? We will follow trends in pop culture, technology, politics, and

society. Students learn to layer current issues with historical documents, the commentary of public intellectuals and cultural critics, and political, economic, and social policies. The course stresses research analysis, group process, critical thinking, multidisciplinary inquiry, and professional writing and speaking skills.

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

L98 AMCS 3066 American City in the 19th and 20th Centuries

This course will explore the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course will focus on New York, Chicago, St. Louis, Los Angeles, and Atlanta, although other cities may be included. Students will conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities.

Same as L22 History 3066

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

L98 AMCS 3070 Politics and Policymaking in the American States

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans everyday. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in U.S. politics and policy making by critically examining topics such as: intergovernmental relations; the historical evolution of American federalism; the organization and processes associated with state legislative, executive and judicial branches; state elections; political parties; interest groups; and specific state policy areas including budgeting, welfare, education and the environment. Prerequisite: Pol Sci 101B.

Same as L32 Pol Sci 3070

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

L98 AMCS 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

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

L98 AMCS 3075 The American Radical Novel: Literature Versus Inequality

Intended to help students reckon knowledgeably, imaginatively, and articulately with our era of escalating social inequality, this course is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's "Uncle Tom's Cabin" to the 21st-century dystopianism of Gary Shteyngart's "Super Sad True Love Story." Its main goals are (1) to introduce students to the long history and current significance of efforts to pit American

literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's "The Jungle" and Karl Marx's "Communist Manifesto," Alice Walker's "Meridian" and Martin Luther King Jr.'s "Nonviolence and Racial Justice." The second goal is pursued through the hands-on analysis of successful rhetorical strategies sampled from The Hodges Harbrace Handbook, and, more importantly, from the scholarly writings of students themselves.

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

L98 AMCS 3081 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history, and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 3085 Topics in VMD:

Topics vary by semester; see semester listing for course description.

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

L98 AMCS 3086 Living in a Material World

In the months after 9/11, President Bush urged Americans to buy cars and take vacations to show their patriotism and unity and also to send a message to terrorists that "our way of life" could not be stolen. Such calls to consume have often been made in times of crisis, and consumption has long been something of a national pastime (some would say a national pathology!). However, frugality, simple living, and ethical consumerism have also at times been declared American values, and they are now just as likely to be advanced by celebrities, entrepreneurs, or corporations as by political activists. This multidisciplinary course explores our complex and evolving relationship to materialism and materiality, focusing on moments in U.S. history when consumption has been especially consoling or haunting or when it has been aligned with ideas of the public good or social and political change. Along the way, we will study material goods that have been declared symbols of American values (e.g., soap, Tupperware, Harley-Davidson motorcycles, #MAGA hats); influential advertising campaigns and models of "good" and

"bad" consumer behavior (e.g., shoplifting, hoarding, "good housekeeping," thrifting); and anti-materialist positions, from Thoreau's "Walden" to the Occupy Movement to today's "off-the-grid" cooperative-living communities. Students will write short analytical response papers, conduct a study of their own consumer practices, and do a final project on a recent "ethical consumption" campaign in historical perspective. This course counts as Multidisciplinary for AMCS students and as Visual Culture for Sam Fox students.

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

L98 AMCS 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

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

L98 AMCS 3095 The Incas and Their Ancestors: Archaeology of the Ancient Andes

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Same as L48 Anthro 3095

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

L98 AMCS 310 Topics in Asian-American Literature

Topics in Asian-American literature which will vary from semester to semester.

Same as L14 E Lit 308

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

L98 AMCS 310A From Hysteria to Hysterectomy: Women's Health Care in America

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

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

L98 AMCS 3120 African Immigration to the United States of America

The United States of America has historically been known as a "nation of immigrants." However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the "push and pull" factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities.

Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians, Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

Same as L90 AFAS 3120

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

L98 AMCS 3121 Topics in American Literature: Girls' Fiction

Topic varies. Writing intensive.

Same as L14 E Lit 316W

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

L98 AMCS 3123 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 3123

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L98 AMCS 312A Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

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

L98 AMCS 3130 Education, Childhood, Adolescence and Society

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.

Same as L12 Educ 313B

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

L98 AMCS 3131 Topics in Literature: Asian American Writings: Contesting American Constructions of the Alien Other

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern

subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

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

L98 AMCS 3140 Topics in Literature: The 1960s: Literature, Culture, Politics, and the Beginnings of Now

Same as L14 E Lit 314

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

L98 AMCS 3142 Native Americans at Westward Expansion

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics, population loss, breakdown of Southeastern chiefdoms, resistance, relocation and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Same as L48 Anthro 3461

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

L98 AMCS 314B Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions about and insights into the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces, including colonial rule and racial hierarchies; religious difference and migration; the racialization of religion; diaspora and empire; persecution and power; and global geographies of the War on Terror. This course is not an exhaustive account of the enmeshment of race and religion in the United States or globally. Rather, this course aims to critically unpack formations of religion and race and their contemporary mediation by American geopolitics.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH

L98 AMCS 314M Topics in St. Louis:

Topics vary by semester; see semester listing for course description.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L98 AMCS 314S Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only.

Same as L12 Educ 314

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

L98 AMCS 315B Virtues, Vices, Values: Regulating Morality in Modern America

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around "values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Same as L57 RelPol 315

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

L98 AMCS 3173 Queer Histories

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings — the internet as well as the academy, art and film as well as the streets — and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course examines the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Same as L77 WGSS 3172

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

**L98 AMCS 317S Community Engaged Learning:
Documenting the Queer Past in St. Louis**

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.

Same as L77 WGSS 3173

Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3190 Engaging the City: The Material World of Modern Segregation

See course listings for current offering.

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

L98 AMCS 3191 Contemporary American Women Poets

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Same as L14 E Lit 3191

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L98 AMCS 3192 Surveillance & the City

In 2014, the urban street artist Banksy painted a mural of three government agents flanking a public telephone booth, each using spy gadgets to listen, record, and transmit a copy of the conversation had within. His work reflects the emergent concerns of citizen surveillance in Western democracies and the techno-logics of 21st-century political reality, where persistent monitoring, invisible identification, and data collection are features of both government control and data-driven capitalism. The rise in technological sophistication in both the capture and assessment of data makes adoption at scale by city governments affordable and relatively noncontroversial. But as the surveillance of bodies, habits, associations, and identities becomes more naturalized in the governing and policing institutions of urban areas, legal safeguards lag behind, concepts like privacy and security become fuzzier, and existing inequalities of race and class become hardcoded in the techno-systems supposedly designed as neutral tools. This fieldwork

class will explore St. Louis as a landscape of the always observed, from community-level realities to online experiences. Readings and class discussions will be complemented by field trips to sites in the St. Louis region to interrogate the practice of observation in situ among different zip codes and communities where the blanketing presence of surveillance practices and surveillance technology warps a relationship to place; amplifies racial, cultural, and class inequalities and disenfranchisements; consolidates social and political control; and replaces human accountability with the veneer of the objective and rational machine.

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

**L98 AMCS 3203 Civic Scholars Program Semester Two:
Civic Engagement in Action**

This is the second-semester foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for developing their civic projects. Students engage in a semester-long research and project planning process tied to their civic projects. Through research, lectures, workshops, and presentations, students develop a project proposal for their civic projects. Students will meet in class to discuss concepts, engage in critical reflection, and develop skills. Prerequisite: L98 3202.

Credit 2 units. A&S IQ: SSC EN: S

L98 AMCS 3205 The Intellectual History of Race and Ethnicity

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Same as L93 IPH 320

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM

L98 AMCS 3211 Topics in 19th-Century American Writing

Same as L14 E Lit 339

Credit 3 units. A&S IQ: HUM Art: HUM

L98 AMCS 321B American Religion and the Politics of Gender and Sexuality

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, pornography, funding for AIDS research, abstinence-only sex education, sexual harassment, same-sex marriage, abortion, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of adults and children as well as its uses in legal and judicial decisions. Alongside scholarly readings

in gender and sexuality, we will discuss popular devotional texts on gender and sexuality with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics and the law. Same as L57 RelPol 321
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L98 AMCS 321C Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.
Same as L22 History 321C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: HUM EN: H

L98 AMCS 321D Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications

component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Same as L38 Span 3211
Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

L98 AMCS 321E Debating Cultures: Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms-such as magical realism, literary gothic, fairy tales, science fiction, surrealism, film noir, and detective fiction, among others-as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the "disappeared" persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narco-trafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schweblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prereq. Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Same as L38 Span 3217
Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA

L98 AMCS 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S. -Mexico

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture, and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediality. Moreover, you will become familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as

Gloria Anzaldú and Américo Paredes. This overarching approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture. Same as L38 Span 3221
Credit 3 units. A&S IQ: HUM, LCD, SC BU: IS

L98 AMCS 3222 Major American Writers: The Contemporary American Novel

Same as L14 E Lit 3222
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3231 Sex, Drugs, and Rock N Roll: American Culture in Revolt: 1960-1970

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama. Same as L15 Drama 323
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 3232 Selected American Writers

Intensive study of one or more American writers. Consult course listings for offerings in any given semester. Same as L14 E Lit 323
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles from the precursors of American music to folk, rock, pop, rhythm and blues, Broadway, and a cappella. The course materials include applied popular music theory while examining the musical languages of each genre. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, singer-songwriter formats, bands and electronic media. Traditional composition and contemporary production practices are examined in detail as students learn to critically listen and find their personal musical styles. Same as L27 Music 3237
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3255 Development of the American Constitution

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.

Same as L32 Pol Sci 3255
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L98 AMCS 325B Cultures of Health in Latin America

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English. Same as L45 LatAm 325
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

L98 AMCS 326 American Economic History

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and 1021. Same as L11 Econ 326
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 327 Public Opinion and American Democracy

This course is about the salience of public opinion and its influence on American Politics. Topics covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course also trains students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: previous course work in American politics or communications. Same as L32 Pol Sci 3211
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 3270 Comics, Graphic Novels and Sequential Art

This course traces the evolution of comics in the America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have

constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

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

L98 AMCS 3272 The Superhero in American Culture

The superhero is an American cultural figure that enjoys great metaphoric resonance in contemporary America and about contemporary America, much as the Western did during the Cold War. But this metaphoric resonance has existed since the genre came into being with Superman in 1938 as part of the nation's response to modernity, and predates the creation of the genre through the hero figures that contributed tropes to the superhero genre. Through a cultural historical and transmedia approach, this course examines the superhero and the superhero genre as a myth medium and contested site for portraying and shaping ideas about American identity, masculinity, modernism, race, class, gender and humanity. The prehistory of the superhero is examined in 19th- and early 20th-century frontier stories, science fiction and pulp fiction. The definition of the superhero and the genre's evolution in comics, film, television, and fan-produced works are examined, with a focus on how the genre has served and mediated the conflicting needs of creators and audiences.

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

L98 AMCS 3273 American Graphic Storytelling and Identity

From editorial cartoons presenting African Americans in racist caricature during the Civil War and Reconstruction, to the appearance of the "Yellow Kid" in the comic strip "Hogan's Alley," to graphic narratives that reinforce (or challenge) racial and gender stereotypes in the late 21st, comics in the United States have long been preoccupied with identity. In this course students trace the development of identity as a major preoccupation in the comics medium.

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

L98 AMCS 3283 Introduction to Global Health

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

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

L98 AMCS 3296 Race & Ethnic Relations in the United States

This course is designed to explore relations within and between the racial and ethnic groups of the United States. Students examine the social, economic, and political similarities and differences of African Americans, Asian-Americans, Latinos, and New Immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation

to one another and the majority population for understanding the origins of conflict and unanimity within and between the different groups. Students will pay specific attention to events in Ferguson, Missouri, and the tensions between political leaders, policing and minorities more generally, the disproportionate levels of poverty experienced by African Americans and Mexican-Americans, and the vilifying of certain minorities by the majority population.

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

L98 AMCS 330 Topics in AMCS: TBD

This topic varies by semester. See course listings for current offering.

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

L98 AMCS 3301 History of American Cinema

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course examines both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings. Same as L53 Film 330

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

L98 AMCS 3303 Politics and Policies of Immigration in the United States

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a writing-intensive and modified version of Pol Sci 226/AMCS 202. Students who have taken that course should *not* take this course. Because this is a writing-intensive class, we also spend time studying research paper design and writing.

Same as L32 Pol Sci 3302

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

L98 AMCS 3304 The Politics of Black Criminality and Popular Protest

This course will explore the meanings and perceptions of Black criminality in modern American culture. It will consider issues of rioting and racial violence; movements ranging from hip-hop to Black power; the crucial matter of police brutality; and cultural associations between criminality and Black masculinity. Our work will be informed by an awareness of the historical interactions between African Americans and legal and other systems of authority: in particular, the ambiguous boundaries of legality under slavery, post-emancipation convict leasing, Jim Crow laws, Black gangs, and the functions of illegal acts in the lives of Black citizens. The course will give special attention to the ways

that popular thought, imagination, and culture -- and particularly Black thought and culture -- have addressed crime. How does criminality connect to popular forms of protest, resistance, and discussions about inequality and identity?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L98 AMCS 330A Native American/Euro-American Encounters: Confrontation of Bodies and Beliefs

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.
Same as L57 RelPol 330
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L98 AMCS 330C Culture & Identity:

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L98 AMCS 330D Culture and Identity:

Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L98 AMCS 330S Topics in Gender and American Culture

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA

L98 AMCS 3312 Gender and American Politics

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement,

the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights. Same as L32 Pol Sci 331B
Credit 3 units. BU: BA, ETH

L98 AMCS 331A Topics in Politics: Theories of Social Justice

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Same as L32 Pol Sci 331
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

L98 AMCS 3325 Topics in Politics: Constitutional Politics in the United States

This is a topics course in Political Science.
Same as L32 Pol Sci 3325
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L98 AMCS 3332 Topics in Politics: American Elections and Voting Behavior

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Same as L32 Pol Sci 336
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L98 AMCS 3340 A History of the Golden Age of Children's Literature

A comprehensive survey of the major works for children written during this period.
Same as L14 E Lit 334
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 334R Religion, Race, and Migration: Borders of Difference?

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed
Same as L57 RelPol 334
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

L98 AMCS 3350 Poverty and the New American City

This course is an exploration of the structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and considers their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Same as L40 SOC 3350

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

L98 AMCS 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

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

L98 AMCS 336 Topics in AMCS: Archiving St. Louis: The City as the Crossroads of the World

In 1904 a burgeoning St. Louis played host to the centennial commemoration of the Louisiana Purchase and the first Olympiad outside Europe, memorable events for the largest small city of the Midwest aspiring to emulate the cosmopolitan urban hubs of the north and east. The spectacle of the 1904 World's Fair featured hyperbolic optimism about the 20th century and about American identity as an emerging military, intellectual, and industrial-capitalist power. But for all the opulence and promise of world-building a better future, the Fair also highlighted many themes marking a cultural and political transition to the 20th century fraught with racial tension, colonialism and war, economic disparity, technological change, and decay of a "moral public." With the World's Fair serving as a backdrop, we'll explore the St. Louis region of this era from a number of vantage points, including industrialism and manufacturing (read: beers and cars), progressivism in technology and politics, urban planning, neighborhood formations, and racial separation and violence, among others. Our principle resource will be the substantial holdings of the Missouri Historical Society's archives, and we'll work with professional archivists to navigate our region's history and identity through a wide variety of primary materials. Regularizing the experience will help students understand the organizational culture and logistical

methodologies of archives (including the principles of collecting, preserving, and accessing) while promoting independent research and generative research questions. This course satisfies the AMCS fieldwork requirement.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3360 Topics in AMCS:

The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering.

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

L98 AMCS 336C The Cultural History of the American Teenager

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 50 years? We begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and '60s. From there, we read a series of novels and historical studies that trace the changes in teen culture that have occurred over the past half century. Our class also considers a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Same as L66 ChSt 336

Credit 3 units.

L98 AMCS 3381 Topics in Politics: National Security, Civil Liberties and the Law

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3381

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

L98 AMCS 3400 Topics in 20th-Century American Writing: American Literature 1914-1945

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C Chief American Writers, while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Same as L14 E Lit 340

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L98 AMCS 341 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embarks on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Same as L77 WGSS 343

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L98 AMCS 3410 The Jewish People in America

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social and economic transformations; and religious trends.

Same as L75 JIMES 341

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

L98 AMCS 3411 Topics in Politics: Surveillance Capitalism

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3411

Credit 3 units. BU: BA

L98 AMCS 341A Gender in Society

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Same as L40 SOC 3410

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

BA EN: S

L98 AMCS 342 The American Presidency

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.

Same as L32 Pol Sci 342

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

L98 AMCS 343 Constitutional Law

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Same as L32 Pol Sci 3431

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

L98 AMCS 344 Courts and Civil Liberties

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Same as L32 Pol Sci 344

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

L98 AMCS 3450 Sexual Politics in Film Noir and Hardboiled Literature

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant*, and *Memento*. Required screenings.

Same as L53 Film 345

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

BA EN: H

L98 AMCS 345A Histories of Intelligence: Topics in Science and Society

The use of data, computing, and quantitative methods has become central to politics, economics, and daily life. This course uses the concept of "intelligence" to survey the history of technoscientific efforts to understand and represent the intersections of minds, machines, and society. The course title

has a deliberate double meaning; it is about both the people who seek to study and measure humans and their knowledge capacities as well as the knowledge or information that is increasingly collected, measured, and automated by machines. Organized topically and chronologically, this discussion-based seminar will examine the changing meanings and significance of intelligence, their impact on politics and social organization, and the questions raised about the relationship between specific technologies and specific models of human reasoning. We will consider these questions from diverse perspectives, including race, gender, class, ability, and materiality from the 19th century to the present. Topics covered include histories of artificial intelligence, racial dynamics, meritocracy, informational labor, state secrecy, and the self as data.
Same as L93 IPH 3451

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L98 AMCS 3463 From Golden Age to Wasteland: U.S. Television in the 1950s and 1960s

How did television become the dominant news and entertainment medium of the second half of the 20th century? How did the medium come to define itself and American identities in the post-WWII era? In an era where various social movements began to lay claim to the cultural center, why did "mad men" eventually give way to magical women and fantastic families? This course examines the cultural, industrial, and aesthetic changes in U.S. television broadcasting during a time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics, and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.

Same as L53 Film 346

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

L98 AMCS 3464 Contested Histories and Landscapes:

Western and Indigenous Perceptions of Time and Place

How we conceive of time and place influences the stories we tell about the past, how we form identities in the present, and how we plan for the future in the face of environmental threats like global climate change. The archaeological study of North American Indigenous history has been dominated by Western philosophical thought that takes for granted a particular view of the world, and of being, espoused by the likes of Socrates, Hobbes, Descartes, and Rousseau. Indigenous scholars have critiqued these biases and asked that we recognize ways of perceiving the world that are often fundamentally different than the Euro-American frame of reference. Using archaeological case studies in addition to reading Native American philosophers and intellectuals, we will explore how different ways of understanding the world, and your place in it, influence how we explain the past. We will also consider how these differences play out today regarding issues such as environmental justice, land treaties, tribal sovereignty, and climate change.

Same as L48 Anthro 3462

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

L98 AMCS 346A The Politics of Privacy in the Digital Age

This course explores the changing nature of privacy in contemporary society.

Same as L32 Pol Sci 3462

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S
UColl: PSA, PSC

L98 AMCS 3470 Gender and Citizenship

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we will ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity, or humanity? PREQ: Previous coursework in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken L77 210

Same as L77 WGSS 347

Credit 3 units. BU: BA EN: H

L98 AMCS 347A Global Energy and the American Dream

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

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

L98 AMCS 348A Economic Realities of the American Dream

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

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

L98 AMCS 349 Ancient Mound Builders of the Mississippi Valley

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Same as L48 Anthro 347B
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L98 AMCS 3490 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Same as L53 Film 349
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA
EN: H

L98 AMCS 3500 On Location: Exploring America

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

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

L98 AMCS 351 History of Electronic Media

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention is paid to other national industries, the chief focus of the course is on electronic media in the United States to determine, in part, the transformative role they have played in the cultural life of the nation. The course explores the relationship of the electronic

media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Same as L53 Film 350
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L98 AMCS 3512 "Model Minority": The Asian American Experience

This course explores the Asian-American experience revolving around the concept of the "model minority." It investigates the historical origins of this idea and reconsiders this concept in sociopolitical discourses as well as in everyday Asian-American lives. Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity of Asian Americans. It situates Asian-American experiences in the broader American -- and, at times, transnational, ethnoracial and sociopolitical -- context. The texts and discussions cover a wide range of topics and pressing issues, such as identity, race, and (pan-)ethnicity; culture and religion; gender and sexuality; masculinity and femininity; and notions of invisibility and marginalization.

Same as L97 GS 3512
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: IS EN: H

L98 AMCS 3520 Topics in American Culture Studies:

Topics vary by semester; see semester listing for course description.

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

L98 AMCS 352A The Black Athlete in American Literature: Frederick Douglass to LeBron James

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the "Black Lives Matter" movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.

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

L98 AMCS 353A Sports & Society: Contemporary Issues in American Sports

Athletes like Colin Kaepernick, Ally Raisman, LeBron James, and Megan Rapinoe leave no doubt: sporting spaces are powerful platforms for political and social activism. In this era of division and social unrest, sports cannot be stuck to. But what to make of the various messages these athletes espouse, and how can we understand the intersectional influence of sporting cultures on American politics, economics, and culture? In this class students will examine major contemporary issues

in American sports by examining scholarship, fan behavior, and narratives provided by athletes themselves. Among the topics students will consider are: racism and sexism in coaching, LGBTQ and Trans athlete identity, amateurism and athletic labor, mascots, traumatic brain injuries, and social media. Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

L98 AMCS 354A Christian Theology and Politics in the Modern West

This course engages students in the reading and analysis of influential religious texts from the Western Christian world from the mid-16th century to the present. The course also examines these texts in their historical context, raising questions about the relationship between theology and politics in the West. The course pursues such questions chronologically, with the first weeks devoted to Catholic and Calvinist contests over revelation and political authority during the 16th century to Puritan ruminations during the 17th century on the nature of worldly calling and personal eschatology. The next weeks concern 18th-century views of reason as a critique of traditional Christianity and Protestant responses centered on true virtue as a hedge against worldly loyalties. We then examine 19th-century discussions of the relationship between ethics, tradition, and religious experience. For the 20th century, we discuss texts that address Christian conceptions of redemption to issues of hypernationalism and race. The final weeks are devoted to recent theologies that have to do with the self and one's identity and current political crises. Juniors and seniors only. Sophomores by permission. Same as L57 RelPol 354
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L98 AMCS 3550 Sociology of Work

This course presents an overview of the sociological understandings of work and, in particular, how work reduces or replicates inequality. This course will cover classic and contemporary sociological theories of work; how work in the United States has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded throughout the course is the exploration of racial, gender, and class barriers to inclusion and advancement at work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Same as L40 SOC 3550
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 3551 The Welfare State and Social Policy in America

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that comprise it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through

which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions, and policies related to work, poverty and inequality. Same as L32 Pol Sci 3551
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L98 AMCS 355B The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation. Same as L57 RelPol 355
Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

L98 AMCS 3561 Law, Gender, & Justice

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. Same as L77 WGSS 3561
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: SSC

L98 AMCS 3563 Television Culture and Cult TV: Critical Approaches to Fandom

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a "repli-car" of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course engages with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional

culture, and the fragmentation and concentration of media markets. The class combines close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney & Lacey* to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators and critics. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Same as L53 Film 356

Credit 3 units. A&S IQ: HUM Art: HUM BU: BA EN: H

L98 AMCS 3570 Quality Television and the "Primetime Novel"

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions, and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as Quality Television. The class surveys the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course analyzes the textual features that have come to signify narrative complexity and aesthetic sophistication. We examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show* to *Hill Street Blues*, and *Cagney & Lacey* to *Northern Exposure*, as well as more contemporary broadcast and cable fiction such as *LOST*, *The Wire*, and *Mad Men*. In addition, students are expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. Required screening. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.

Same as L53 Film 357

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L98 AMCS 3575 U.S. Foreign Policy: Theory and Practice

In this course, we will focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy -- the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We will examine these topics through reading and writing assignments, class discussions, and simulations to promote deeper understanding and to build practical skills.

Same as L97 GS 3575

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

L98 AMCS 357A God in the Courtroom

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be

recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases. Same as L57 RelPol 357

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

L98 AMCS 3580 Combat Movie Music and Sound After Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films — action movies with a message for adult audiences — the course examines 35 years of Hollywood representations of World War II, the Vietnam War, the Gulf War and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image are set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker* and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisite: none.

Same as L53 Film 358

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 3581 Scribbling Women: 19th-Century American Women Writers

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

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

L98 AMCS 358A Conscience & Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LBGQT rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Same as L57 RelPol 358

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

L98 AMCS 359H Hot Takes: Cultural Criticism in the Digital Age

The twenty-first century has seen a new and exciting wave of cultural criticism, and along with it a new wave of public intellectuals. Ta-Nehisi Coates, Roxane Gay, Jia Tolentino, Anne Helen Petersen, Jo Livingstone, Hanif Abdurraqib-at their best, writers like these aspire to the sort of indispensability on political, social, and artistic matters that their forebears like Susan Sontag, Norman Mailer, and James Baldwin had at midcentury. But these voices are unique because they emerged through and alongside a specifically online critical sphere, a space betwixt and between the comments section and the little magazine. This is the space of viral tweets and threads, "hot takes" and "think-pieces." It's a space of potentially greater democratization and diversity even as it is an opportunity for bigots and trolls. These writers are beholden to their networks, but those networks are far wider, more idiosyncratic and inclusive and incendiary--more unstable-than anything buttressing the vaunted public intellectuals of the past. This course examines the cultural critics of the contemporary moment in context of the critical space they opened and now occupy. We'll begin with a quick history of the "public intellectual" from the eighteenth century to the present before we log on. The rise and fall of Gawker, Grantland, and The Awl; The New Republic's controversial digital pivot; the feminist communities of The Hairpin and The Toast; the conservative "intellectual dark web"; the message boards of the early 2000s; the emergence of semi-academic sites like the Los Angeles Review of Books; the blogs and tumblrs and livejournals that nurtured the talents and provocateurs that we now find indispensable or unavoidable. We will dissect their style, understand their theory and practice, engage with their subjects, and investigate the way their writing has intersected with and propelled social media movements like Black Lives Matter, #MeToo, and #OscarsSoWhite. And we will consider the way these critics have influenced the way scholars and students approach the texts and topics we always have.

Credit 3 units. A&S IQ: HUM

L98 AMCS 360 History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history.

Films screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required screenings.

Same as L53 Film 360

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3601 Trans* Studies

This is an interdisciplinary course that was previously named "Transgender Studies"; the new course title represents the development of the field and the identity in U.S. culture. In this course, students will engage with the following questions: When and why did the category of gender emerge? What is the relationship between sex, sexuality, and gender? How have the fields of medicine and psychology dealt with gender? How have approaches to "gender dysphoria" changed over time? Why is LGBT grouped together as a social movement, and what are the advantages and disadvantages of this grouping? What are the legal obstacles faced by people who resist normative gender categories? What legal obstacles are faced by people who transition from one sex to another? To what extent do U.S. citizens have autonomy over defining their gender or sex? How are trans people represented in fiction? What does it mean to apply transgender theory to interpret fictional accounts of trans individuals? Any of the following are suitable (but not required) courses to take before enrolling in this class: L77 100B, L77 105, L77 205 or L77 3091.

Same as L77 WGSS 360

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

L98 AMCS 3604 Researching Cultures: Making Latin America Popular

"Despacito," futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry, stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded

written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3604

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

L98 AMCS 360A Religion and the Modern Civil Rights Movement, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360

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

L98 AMCS 3613 Researching Cultures: The Paradoxes of Contemporary Cuba: The Good, the Bad, and the In-Between

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only "What is next for Cuba?" but also "What can we learn from Castro's revolutionary experiments?" This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora—the good, the bad and the in-between—along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón, Padura), films ("Strawberry and Chocolate," "Guantanamo," "The Promise," "The New Art of Making Ruins"), artwork (Mendieta, Bruguera, Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past.

Topics include ethnic and gender identities, the history of slavery and plantation economy, the "myths" of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration of Cuba's past, present, and

future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3613

Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: HUM, IS

L98 AMCS 3619 Researching Cultures: Graphic Latin America

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as "minor literature" and we will delve into the relationship between popular consumption and structural changes in Latin American countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about "Latin America Graphic Fiction"? What does it mean to read "massive texts"? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3619

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

L98 AMCS 3620 Researching Cultures: Politics of Melodrama in Latin American Media: From Serialized Novels to Teleno

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela

El derecho de nacer, Manuel Puig's novel *El beso de la mujer araña* [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. Same as L38 Span 3620
Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: BA, IS

L98 AMCS 3632 Mapping the World of "Black Criminality"

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2. Same as L90 AFAS 363
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3651 Black Women Writers

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature. Same as L90 AFAS 3651
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 365A Slavery, Sovereignty, Security: American Religions and the Problem of Freedom

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to — and materially depended on — unfreedom? At the same time, this course will treat American "religions" in a

similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.
Same as L57 RelPol 365
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

L98 AMCS 3660 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.
Same as L53 Film 366
Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L98 AMCS 3661 Caste: Sexuality, Race and Globalization

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15. Same as L77 WGSS 366
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

L98 AMCS 3671 The Long Civil Rights Movement

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist"

leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

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

L98 AMCS 367H Medicine, Healing and Experimentation in the Contours of Black History

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

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

L98 AMCS 3682 The U.S. War in Iraq, 2003-2011

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

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

L98 AMCS 369 American Horrors

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like *Dr. Jekyll and Mr. Hyde*, the horror film began as a low class genre, a notch above exploitation movies. In the 1970s-1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By a chronological survey of the American horror film, this course explores how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we consider the difficult questions raised by horror's simple aim of scaring its

audience. In addition to weekly screenings, work for the course includes analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style are required. Prerequisite: Film 220. Required screenings.

Same as L53 Film 370

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 370 The American West: The Image in History

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Same as L01 Art-Arch 370

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM

L98 AMCS 3703 Religion and the Origins of Capitalism

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

Same as L57 RelPol 370

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L98 AMCS 3712 Art and Culture in America's Gilded Age

This course covers developments in American culture from the end of the Civil War to the turn of the century, including the novels, buildings, images, and public and private spaces of this transitional period. The Gilded Age was a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience will be addressed. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, and Louis Tiffany.

Same as L01 Art-Arch 3712

Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

L98 AMCS 371A Sociology of Immigration

This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies — at the national, state, and local level — shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3710

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

L98 AMCS 372 American Art to 1970

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising.

Same as L01 Art-Arch 372

Credit 3 units. A&S IQ: HUM Arch: SSC Art: AH, AH, GFAH,
HUM BU: HUM EN: H

L98 AMCS 3729 The United States in the 20th Century

This course explores the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of 20th century U.S. history, students connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.

Same as L22 History 3729

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

L98 AMCS 3730 History of the United States Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

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

L98 AMCS 3740 Contemporary American Foreign Policy

This course surveys post-War American foreign policy in historical perspective. It begins by evaluating the rise of the United States as a world power during the 20th century, its current position of primacy and its consequences in the post Cold War period, and the distinctive traditions and institutions shaping the making of American foreign policy. It then examines the origins of the strategy of containment in the early Cold War period before considering how these debates animated the changing course of American foreign policy through the various phases of the Cold War conflict. The course concludes by analyzing American foreign policy since the end of the Cold War, up to and including debates about the consequences of September 11, 2001, for the United States' position of primacy, the Bush Doctrine and the American-led intervention in and subsequent occupation of Iraq.

Same as L32 Pol Sci 374

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L98 AMCS 3742 Social Landscapes in a Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in

overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA,
IS EN: S UColl: CD

L98 AMCS 375 Topics in Comparative Literature

Same as L16 Comp Lit 375

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

L98 AMCS 3751 Topics in Women's History: Women, Gender, and Sexuality in Postwar America

We will explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half of the nation's population. Topics will include domesticity and the culture of the 1950s; gendering the Cold War; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the New Right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts will include scholarly literature, memoirs, novels, and film.

Same as L22 History 3751

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

L98 AMCS 3755 Disability, Quality of Life & Community Responsibility

The increasing prevalence of disability presents major challenges for American society. Social participation can be a challenge for people with disabilities, while resources to address these needs tend to be limited. This course will begin by critically analyzing concepts of disability, quality of life, health and social participation. We will construct a framework for examining social participation and community resources across the lifespan. Public health, educational and environmental theories and methods will be applied to programs and services that aim to enhance quality of life with disabilities. We will analyze ecological approaches to enhancing social participation. Upon completion of this course, students will be equipped to analyze challenges and prioritize resources for individual and population health.

Same as L43 GeSt 375

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

L98 AMCS 375A American Culture: Methods & Visions: Home, Bittersweet, Home: Histories of Home and Homeownership

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "Multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirement for AMCS majors.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L98 AMCS 375B From Vision to Praxis: The Capstone Project Incubator

This course is intended for AMCS juniors following the completion of L98 375A Methods & Visions. After sustained attention on methodological practices in 375A, students will shift focus in 375B toward the fundamentals of developing a senior-year project. Emphasis will be on process and skill enhancement, with areas of concentration including drafting project ideas; identifying animating research questions; enhancing scope and focus; exploring mediums of expression; creating a developmental bibliography; and planning for summer research. Learning modes will include lecture, reading and discussion, and peer workgroups. Assignments will develop formal and informal writing, drafting and rewriting, and scholarly reading. The final product will be two-fold: (1) a polished prospectus outlining project focus, research area, initial scholarship summary, and rationale for medium; and (2) a summer planning document outlining reading and writing goals in preparation for the capstone workshop senior year.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L98 AMCS 375W Political Writing

Defined most simply, politics is that which pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism, and satire.

Same as L13 Writing 375

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

L98 AMCS 376 American Modernism, 1900-1940

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in

everyday life, and what was its impact on design, photography, and advertising? In addition to the fine arts, we will look at popular media, film, and photography. Lecture/discussion. Prerequisite: L01 215 or permission of instructor.

Same as L01 Art-Arch 376

Credit 3 units. A&S IQ: HUM, WI Art: AH, HUM BU: ETH, HUM

L98 AMCS 3785 Photography in America

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3785

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L98 AMCS 378B Contemporary American Theater

This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country's most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Same as L15 Drama 378

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

L98 AMCS 379 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues

by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L98 AMCS 3822 From McDonald's to K-pop: New Movements in East Asia

This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional receptions and impact across different regions in East Asia as well as in the U.S. Beginning with these two subjects, our investigation extends to other examples of transregional cultural phenomena such as J-pop, Hello Kitty, e-commerce, and western holidays in East Asia. While focusing on transnational cultural movements originating in or being adapted to the East Asian context, our discussions also reflect on key topics in the study of East Asian cultures such as "face," filial piety, and social networks.

Same as L97 GS 3822

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

L98 AMCS 382R Topics in Christianity:

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies."

Same as L23 Re St 382

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L98 AMCS 3832 Topics in Women, Gender, & Sexuality Studies: Spectacular Blackness: Race, Gender, & Visual Culture

Topic varies. See semester course listings for current offering. Same as L77 WGSS 383

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

L98 AMCS 383A Topics in WGSS: Sex in the City: Gender, Sexuality, and the Urban Landscape

Topic varies. See semester course listings for current offering. Same as L77 WGSS 383A

Credit 3 units. BU: BA

L98 AMCS 3840 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood

— such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite. At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin, Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive course.

Same as L77 WGSS 384

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

L98 AMCS 3843 Filming the Black Freedom Struggle in St. Louis

This interdisciplinary course introduces students to the history of the Black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African-American and urban history, and to the multiple approaches to presenting history.

Same as L22 History 3843

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

L98 AMCS 385A Topics in Jewish or Near East Studies: Jews Between America's Frontiers

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Same as L75 JIMES 385

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

L98 AMCS 3860 Sports, Health, and Society

Sports is a lens onto social issues of health, fitness, and the body. Case studies in this course deal with injury and abuse, the role of medicine and pharmaceuticals, corporations and mass media, gendered aggression, doping scandals, disabled athletes, trans athletes, and video games, among other topics. A wide range of sports will be covered, including basketball, American football, college athletics, sumo wrestling, martial arts, ordinary activities like running and exercise, and mass spectacles such as the Olympics. By adopting cross-cultural and intersectional approaches, this course will consider how race, gender, and other social contrasts shape ableisms, body norms, violences, and hard-driving business interests in sports and society.

Same as L48 Anthro 3860

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

L98 AMCS 386A Topics in African-American Literature: Rebels, Sheroes, and Race Men

In this seminar — for we are fortunate to be an elite group this term — we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

Same as L90 AFAS 386A

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

L98 AMCS 3870 Science and Society

Encounters with science are ubiquitous in daily life. We read papers hailing scientists' most recent achievements. We adjust our lifestyles to their findings, and we sometimes even allow them to change our beliefs about the world. As students, we learn about the scientific method, run labs, and memorize facts and equations. This course invites students to estrange themselves from these familiar scenes by challenging some assumptions about what science is and how it works. In the course, we launch from the premise that science is itself a cultural activity, permeated by social norms and values. Surveying a rich, cross-disciplinary literature, the course thus aims to unpack the deep imbrications between science, society, technology, economy, and politics from the perspective of the field of science and technology studies.

Same as L48 Anthro 3870

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

L98 AMCS 3871 African-American Literature: Early Writers to the Harlem Renaissance

Same as L14 E Lit 387

Credit 3 units. A&S IQ: HUM, SD BU: HUM

L98 AMCS 3876 Rejecting Reason: Dada and Surrealism in Europe and the United States

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements — with substantial cross-transmission between Europe and the United States — will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Same as L01 Art-Arch 3875

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

L98 AMCS 3891 Power, Justice, and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Same as L32 Pol Sci 389

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

L98 AMCS 389A Power, Justice, and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

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

L98 AMCS 389C For Freedom's Sake: African-American History Since Emancipation

The events that unfolded in Ferguson this past fall revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures, and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.

Same as L22 History 388C

Credit 3 units. A&S IQ: HUM, SD Art: HUM

L98 AMCS 3900 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?

Same as L57 RelPol 390

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

L98 AMCS 3950 Topics in Religion and Politics: Islam and Muslims in the United States

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church.

Same as L57 RelPol 395

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 397 Gender and Sexuality in 1950s America: Writing-Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

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

L98 AMCS 3975 Wolves of Wall Street: American Business and Popular Culture

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's *Wall Street* seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor?

We survey several artistic genres and artistic forms, including American tragic works like *The Great Gatsby* and *Death of a Salesman*, to popular musicals such as *How to Succeed in Business without Really Trying* and *The Producers*.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 399B Topics in Politics: American Judicial Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 399

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L98 AMCS 39SM WOMEN AND CRIME IN THE EVOLUTION OF AMERICAN HISTORY

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 39SM

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA

L98 AMCS 4000 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization,

criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

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

L98 AMCS 4001 Directed Study in American Culture Studies

Students in this course perform directed study with AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. Prerequisite: Permission of instructor.

Credit variable, maximum 3 units.

L98 AMCS 4007 American Democracy and the Policy-Making Process

This course is part of the Semester in DC Program.

Same as L32 Pol Sci 4001

Credit 3 units. EN: S

L98 AMCS 400A AMCS Capstone Workshop I

This workshop is required for AMCS majors completing an independent capstone project, whether by means of a 3-credit capstone project, a Latin Honors (6-credit) thesis, or a two-semester (6-credit) non-honors project. In all three cases, the capstone project is intended to serve as the culmination of the major — an opportunity to build on previous work and to engage with the broader field of American Culture Studies while developing a multidisciplinary framework suited to the goals of the project. The workshop is intended to foster intellectual community and provide support during the research and writing process. Students share aspects of their work in large- and small-group settings; discuss methods, models, and challenges of cultural studies; participate in several peer-review workshops; and develop insights and skills directly relevant to their capstone work. Barring circumstances which prevent it, the 3-credit capstone should be completed by the end of the fall semester. Students pursuing a 6-credit project (either a Latin Honors thesis or non-honors project) will continue their work into the following semester by enrolling in L98 4XX. Enrollment by permission of Program pending approval of project proposal, which will be submitted in the spring of junior year. Students seeking to earn Latin Honors in AMCS must meet the university cumulative GPA minimum (3.65) and have permission of their thesis adviser.

Credit 3 units.

L98 AMCS 400B AMCS Capstone Workshop II

This course is required for students planning to complete the Latin Honors thesis or a 6-credit non-honors project through American Culture Studies. It builds on work done in L98 400A AMCS Capstone Workshop I, and it involves periodic workshops and conferences with the instructor and project advisor during the final stages of thesis preparation. Prerequisite: Satisfactory standing as a candidate for a two-semester capstone, including successful completion of L98 400A and permission of the project advisor. Students eligible for Latin Honors must meet the university's minimum grade-point average. Meetings for this course will occur every other week, with the dates and times to be determined based on participants' schedules.

Credit variable, maximum 3 units.

L98 AMCS 401 Race, Sex and Sexuality: Concepts of Identity

This course examines changes in the meanings of three concepts of identity — race, sex and sexuality — from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century challenges to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Same as L77 WGSS 403

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

L98 AMCS 4010 Pluralism, Liberalism and Education

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340 or permission of instructor.

Same as L32 Pol Sci 4010

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

L98 AMCS 4014 Feminist and Queer Media Studies

This seminar serves both as an introduction to some of the foundational texts in feminist and queer media studies and a snapshot of recent scholarship in the field.

Same as L77 WGSS 4014

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 402E Higher Education Administration for Social Justice and Equity: Achievable or Only Dreamable?

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underlie the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses.

Same as L12 Educ 4022

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L98 AMCS 403 Culture and History of the Southwestern United States

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies are discussed.

Same as L48 Anthro 403

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L98 AMCS 4030 Political Theory of Education

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We shall explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Same as L32 Pol Sci 4030

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

L98 AMCS 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.

Same as L97 GS 4036

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

L98 AMCS 4090 The Modernist Revolution in the Arts

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the 20th century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Postmodern

age? This course examines these and other questions as they relate to the theater, prose, poetry and the visual arts. Our investigation focuses on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism and Expressionism. We examine literary manifestoes that help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course is an interdisciplinary perspective. Among the luminaries whose work is considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka and Beckett.

Same as L15 Drama 409

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4135 Tobacco: History, Culture, Science, and Policy

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window into trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.

Same as L48 Anthro 4135

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L98 AMCS 415A Senior Seminar on the Presidency: The Trump Administration

This course uses the run-up to the presidential election as a point of departure for considering the current presidency. This is a research seminar that will begin with a series of common readings, after which students will constitute themselves into research teams that will explore the current state of the presidency in broad cultural perspective. 2020 Iteration: In Spring 2020, the course will focus on the election and presidency of Donald Trump as experienced by Washington University in particular and St. Louis in general. Prerequisite: AMCS 115.

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

L98 AMCS 415B Historic Preservation, Memory and Community

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral, but a creative, productive endeavor that mediates between community

values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding. This course is open to both undergraduates and graduates and will meet together with ARCH 315B.

Same as L56 CFH 415B

Credit 3 units. A&S IQ: HUM

L98 AMCS 4181 Studying the City: Approaches to Social Research

In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.

Same as L18 URST 418

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

L98 AMCS 4214 From Mammy to the Welfare Queen: African-American Women Theorize Identity

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

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

L98 AMCS 422A Film Stardom, Performance, and Fan Culture

This course focuses on the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.

Same as L53 Film 422

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 4232 Slavery and the American Imagination

Same as L14 E Lit 4232

Credit 3 units. A&S IQ: HUM Art: HUM

L98 AMCS 4243 The Plundered Past: Archaeology's Challenges in the Modern World

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L98 AMCS 4244 Topics in African-American Literature: Texts and Contexts of the Harlem Renaissance

Same as L14 E Lit 4244

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L98 AMCS 424A Broadcasting Equality: Radio, Television and Social Change in Postwar America

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African-American civil rights leaders often worked together to combat intolerance, bigotry and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *New World A-Coming*, *Amos 'n' Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Same as L53 Film 424

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

L98 AMCS 425A Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

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

L98 AMCS 4263 Memory for the Future

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L98 AMCS 426A Performing the Political in American Dance

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements

in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Same as L29 Dance 426

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

L98 AMCS 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.

Same as L12 Educ 4280

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 4283 Topics in Comparative Politics

In this course, we will examine the relationship between politics and identity and the consequences for political stability and cohesion as a result of those relationships. We will consider different cases and explanations for the United States and, in comparative perspective, for how identity works with respect to gender, race, ethnicity, class and sexual orientation in the pursuit of political or social goals. How do these different identities impact social and political conflict, local and national cohesiveness, and political participation?

Same as L32 Pol Sci 428

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

L98 AMCS 4289 Neighborhoods, Schools and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Same as L12 Educ 4289

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

L98 AMCS 4291 The American Renaissance

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Same as L14 E Lit 426

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4292 Topics in Politics: Polarization in American Politics

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance. Prerequisites: Pol Sci 101B Intro to American Politics, Pol Sci 363 Quantitative Political Methodology or equivalent.

Same as L32 Pol Sci 4291

Credit 3 units.

L98 AMCS 4300 Spiritual But Not Religious: The Politics of American Spirituality

What does it mean to claim to be "spiritual but not religious"? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples?? The seminar focuses on a series of debates that have arisen over this "new spirituality" in American culture: the religious blessing of consumer culture, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the negotiation of religious pluralism, and the relationship between spiritual seeking and social justice.

Same as L57 RelPol 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4303 Clown Princes

"Dying is easy, comedy is hard," runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We will analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We will look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carey and Eddie Murphy. Work for the course will require reading in comic theory and analytical essays. Required screenings.

Same as L53 Film 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4311 Black Experimental Music

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until

the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Same as L27 Music 4311

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

L98 AMCS 4370 Music and Performance

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater, and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 4373 Immigration, Identity, and the Internet

This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?

Same as L32 Pol Sci 4373

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

L98 AMCS 440A Religion, Politics, and the University

This course explores in-depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (<http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>) to Professor John Inazu.

Same as L57 RelPol 440

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

L98 AMCS 4410 Borders and Belonging: Citizens, Immigrants Refugees

This course examines ideas, policies, and practices around migration and inclusion in global comparison. We will focus heavily on key issues for inclusion, including access to the labor market, housing, education, language policy, and political rights. Throughout the course, we examine the role of INGOS, states, and municipal organizations in resettlement and inclusion. Students will have the chance to develop a project focused on a case of their choosing and hone writing skills for applied research settings.

Same as L97 GS 4410

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

L98 AMCS 4455 Ethnographic Fieldwork

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields, developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work contributes to the ongoing "St. Louis Schools' Ethnographic Documentation Project."

Same as L48 Anthro 4455

Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S

L98 AMCS 4456 Ethnographic Fieldwork: Energy Politics

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices

Same as L48 Anthro 4456

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

L98 AMCS 4491 American Unbelief from the Enlightenment to the New Atheism

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S IQ: HUM Arch: SSP Art: SSP EN: H

L98 AMCS 4501 Tennessee Williams: Playwright

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4502 Techno-Orientalism: Race, Media & Society

From aliens and coolies, from the "yellow peril" to the "model minority," and from techies to subhuman quants, representations of Asians and Asian Americans have become tethered to the scientific and technological. This course examines the entanglements of race, science, technology, and politics in the Pacific world from the late 19th century to the present. Through the lens of techno-Orientalism — an expansion and inversion of Edward Said's formulation — we consider the historical conditions that have recast the East from an imagined "Orient" suspended in an eternal state of stagnation to a technoscientific "Orient" fetishized as the exotic future.

Same as L46 AAS 450

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

L98 AMCS 4509 Interdisciplinary Topics in the Humanities: Freedom | Information | Acts

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L98 AMCS 450A AMCS Harvey Scholar Seminar

In this course, AMCS Harvey Scholars examine critical issues in American studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. This course is part of the AMCS Harvey Scholar Fall-Spring seminar sequence, which is designed to support the intellectual and community life of AMCS undergraduates. Permission of the program is required for participation. Students place themselves on the waitlist and will be manually enrolled.

Credit 2 units. A&S IQ: HUM EN: H

L98 AMCS 450B AMCS Harvey Scholar Seminar

In this course AMCS Undergraduate Harvey Scholars examine critical issues in American Studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. The AMCS program director leads the seminar with support and involvement from faculty and staff. This course is part of the AMCS Harvey Scholar Fall-Spring seminar sequence

designed to support the intellectual and community life of AMCS undergraduates. Prerequisite: Permission of program. Students place themselves on the course waitlist and then will be manually enrolled.

Credit 2 units. A&S IQ: HUM

L98 AMCS 4510 American Television Genres

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce, or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers, and creative professionals. Investigating genres ranging from the soap opera to the western, workplace situation comedies to sports, and game shows to cop shows, this course explores the role of genre in the production, distribution and reception of American television. Students gain a critical understanding of genre theory and key arguments about the form and function of television texts and develop a set of tools for analysis of televisual narrative and style, the social uses and meanings of genre, the institutional practices and presumptions of the American television industry, and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence, and globalization. Required screenings.

Same as L53 Film 451

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L98 AMCS 4522 Topics in American Politics: The Voting, Campaigns and Elections

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 4522

Credit 3 units.

L98 AMCS 454 Environmental Policy

This course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

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

L98 AMCS 4564 American Pragmatism

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity and contextualizes it amid late 19th- and early 20th-century thought and politics, namely, scientific

methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism and the Civil War. Major essays by each thinker are read as well as three intellectual biographies and one critical survey.

Same as L22 History 4564

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 457 American Film Genres

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings Tuesdays at 4 p.m.

Same as L53 Film 450

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 457A From Vitaphone to YouTube: Popular Music and the Moving Image

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of "liveness" in recorded audiovisual media; aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor.

Same as L53 Film 457

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

L98 AMCS 4584 Contemporary American Fiction

Same as L14 E Lit 4584

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 460 Urban Economics

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.

Same as L11 Econ 460

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

L98 AMCS 4607 Historical Racial Violence: Legacies & Reckonings

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

Same as L90 AFAS 4601

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

L98 AMCS 460E Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Same as L12 Educ 4607

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

L98 AMCS 461B Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

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

L98 AMCS 4620 Topics in English Literature II: Travel and Colonization in the Early Modern Period

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Same as L14 E Lit 462

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

L98 AMCS 4621 The Political Economy of Urban Education

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification.

Same as L12 Educ 4621

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L98 AMCS 4625 Topics in Politics: Democracy and Inequality in an Age of Globalization

Same as L32 Pol Sci 4625

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

L98 AMCS 4631 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.

Same as L45 LatAm 4631

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

L98 AMCS 4633 20th-Century Latin American Revolutions

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social, and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical

structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes, and outcomes of the Mexican, Cuban, and Nicaraguan revolutions. The course also analyzes late 20th century guerrilla movements in El Salvador and Peru.

Same as L97 GS 4633

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

L98 AMCS 465A Latin American Subcultures

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.

Same as L45 LatAm 4650

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

L98 AMCS 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges

This course provides an overview to the geographies of development throughout Latin America. We will begin by examining a variety of theoretical perspectives, definitions and critiques of 'development'. We will highlight the uneven processes of development at multiple, overlapping scales and the power imbalances inherent in much of development discourse. In the second half of the course we will focus our considerations towards specific contemporary trends and development issues, utilizing case studies drawn primarily from Latin America. These themes will include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and gender issues, participatory development, and micro-credit and conditional cash transfers. Students will acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America. Same as L97 GS 4660

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

L98 AMCS 4661 Historical Archaeology

This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Same as L48 Anthro 4661

Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM

L98 AMCS 4671 Constructing the (Racial) Other: From the Colonial Caste System to U.S. Latinos

The goal of this course is to introduce students to categories and concepts related to the questions of race and ethnicity in Latin America, from colonial times to the present. The course also covers U.S. Latinos as a population of Latin American descent that presents particular characteristics connected to the issues of migration, identity politics, reterritorialization, and cultural hybridity. Based on the theoretical and critical study of problems related to colonialism, social classification, miscegenation, whiteness, discrimination, and the like, representative literary and visual materials will be discussed to illustrate the connections between race, social roles, domestic/public spaces, work, democracy and modernization. The issue of race will be analyzed in its multiple articulations to the themes of nationalism, interculturalism, migration, and symbolic representation. This course covers the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, one other class in Latin American studies, or one class on race studies.

Same as L45 LatAm 467

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

L98 AMCS 4689 American Intellectual History to 1865

This course presents an overview of American intellectual history from the early 17th century and the founding of the first English settlements in North America to the mid-19th century and the American Civil War. We investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific and educational thought. We cover major topics such as: Puritanism, the Enlightenment, Evangelicalism, Romanticism and the inner Civil War. We address concepts central to the formation of the nation's identity including those of the covenant, republicanism, citizenship, equality, freedom, liberty, natural law, transcendentalism, order, reason, progress and democracy. Same as L22 History 4689

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

L98 AMCS 470 American Intellectual History Since 1865

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-9/11 America. Same as L22 History 469

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

L98 AMCS 472 American Art and Culture, 1945-1960

The rise and "triumph" of Abstract Expressionism has long dominated the story of American art following World War II. This seminar puts Abstract Expressionism into context with parallel developments in the arts, photography and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Abstract Expressionism; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A-bomb. Prerequisites: a 300-level course on 20th-century art, photography or history, or permission of the instructor. Same as L01 Art-Arch 4721

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L98 AMCS 474 Americans and Their Presidents

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the president's political and policy-making roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

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

L98 AMCS 4744 TransAmerica: The U.S. and Mexico Between the Wars

Many areas of 20th-century U.S. culture between World Wars I and II were inspired by postrevolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, which were given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the United States. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. This seminar will support travel to Mexico City, funded by the Department of Art History and Archaeology. Students in this course must be graduate students or undergraduate majors or minors in Art History and Archaeology or Latin American Studies. Recommended prerequisite courses include one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program. Same as L01 Art-Arch 4744

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

L98 AMCS 476 The City in American Arts and Popular Culture, 1900-1940

From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor.

Same as L01 Art-Arch 475

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

L98 AMCS 4774 Art and Culture in '20s and '30s America

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography, and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the "Rediscovery of America" and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is a interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identity(ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Same as L01 Art-Arch 4774

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L98 AMCS 478 Topics in Transmedia Franchises

This variable topics course for advanced undergraduate and graduate students is an interdisciplinary seminar on transmedia franchises. In particular, it is recommended for those seeking to understand transmedia storytelling as an artistic, industrial, and cultural practice. As such, this course will bring into conversation various methodologies and perspectives, including film and media scholarship as well as other fields of study in the humanities and social sciences. The goal of this interdisciplinary approach is to illuminate how transmedia franchises have developed since the early 20th century to become the dominant product of the American -- and, increasingly, global -- cultural industries. Foci of this course may include such topics as individual franchises; global transmedia history; the franchise strategies of individual cultural industries (e.g., the Japanese media mix); or representation within franchise texts, production cultures, and fan communities. This course serves as a capstone for Film & Media Studies majors. Weekly or bi-weekly screenings or hands-on media labs are required.

Same as L53 Film 478

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

L98 AMCS 4785 Art and Culture in 1920s America

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States, including how artists and critics thought about the nature of our cultural heritage (both its rich possibilities and its limitations); the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: L01 113 or permission of instructor.

Same as L01 Art-Arch 4785

Credit 3 units. Art: AH

L98 AMCS 480 Education and Public Policy in the United States

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features.

Same as L12 Educ 489

Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

L98 AMCS 481B Advanced Seminar: New York, New York: The Empire City from Stuyvesant to Trump

This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power — how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction — political, cultural, and economic; and matters of belonging — whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro — the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts — and the macro — the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from

Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. This course fulfills the history major capstone requirement as an Advanced Seminar.

Same as L22 History 481B

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

L98 AMCS 481W History of Education in United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Same as L12 Educ 481W

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

L98 AMCS 487 Topics in American History

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st-century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Same as L22 History 487

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

L98 AMCS 490A AMCS Portfolio Workshop: Academic Citizenship

How can students develop a stronger sense of academic identity and purpose? How can research translate into opportunities beyond the classroom, from service to politics? In this workshop AMCS Majors explore these questions while receiving support at a crucial milestone, the Senior Capstone. Through reflection and writing students develop a stronger intellectual identity, and consider how their research prepares them to participate in conversations and activities that transcend scholarship. This participation is a kind of "academic citizenship" with students leveraging their learning to engage intellectual, social, and political life in and beyond campus. Students do this primarily through consideration of their capstone research, happening concurrently in the AMCS Capstone Workshop or in an approved seminar. While encouraging Majors to consider the intersection of their academic and personal goals, the workshop supports research (e.g., guest faculty discuss methodology), gives structure to activities already required for the Major (e.g., the capstone abstract), and builds community (e.g., peer-led discussions). The workshop also provides time and space for students to curate their AMCS portfolio. The Fall Workshop is part of a workshop series designed to help AMCS Majors develop their portfolio and provide additional training and support at particular milestones in the major. The portfolio and accompanying workshops is a response to students' feedback. Graduating seniors said they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Fall Workshop will provide all of those things, while centering students' attention on their growth as scholars and engaged citizens.

Credit 1 unit.

L98 AMCS 490B AMCS Portfolio Workshop: Connections and Explorations

Where have your studies in American Culture taken you? In this one-credit workshop AMCS Majors work with mentors and peers to reflect on their journey through the major, prepare for the public presentation of their capstone research in early April, and prepare for life after college. The course gives AMCS Majors space and time to think more deeply about what they have achieved academically and where their intellectual and personal priorities intersect. We hope it helps AMCS students to discover connections among what they have done and learned in the program and clarifies post-college goals and pursuits. Some of the workshop activities are required for the major (e.g., the capstone presentation). The course provides structure, support, and academic credit for doing them. The workshop is a response to students' feedback: Graduating seniors tell us they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress and growth in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Senior Workshop will foster all of these things, while centering students' attention on the connections among their academic, personal, and career interests.

Credit 1 unit.

L98 AMCS 4926 Contemporary Art of the U.S.-Mexico Border and Beyond

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category — whether public art, sculpture, installation, new media, or performance — using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.

Same as L01 Art-Arch 4926

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L98 AMCS 495A Religion and the State: Global Mission, Global Empire

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 4982 Public Art: History, Practice, Theory

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We will survey not only the obvious forms of public art in urban sculpture and mural painting but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4982

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L98 AMCS 4984 The Problem of New World Freedom: The Age of Democratic Revolution in the United States and the Americas

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888. Same as L22 History 4984

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

L98 AMCS 4992 The Business of Us All: In/equality in Theory and Practice

This course uses a transdisciplinary approach to discuss/in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate health care; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions. Same as I50 INTER D 4992

Credit 3 units. A&S IQ: LCD, SC EN: H

L98 AMCS 4996 Race, Memory, and Performance

This course takes as its starting point the vexing questions of history, memory, and identity that activists, scholars, artists, and others have posed in recent years. What is to be done with the commemorative landscape of monuments and memorials? How do we account for the silences and erasures in archival records? How should histories of racial violence be commemorated?

These are questions that have been taken up in many arenas of civic life, including public art, "living history" tourism, museum studies, and urban planning. They have also been taken up by theater artists and performance artists who use their bodies, narrative, historical fact and, sometimes, fiction to bear witness to the past and to imagine new futures. In this course, we will examine the role of theater and performance in constituting-and challenging-the historically contingent meanings of "race;" we will also explore how performance of history shapes national narratives. Artists to be explored might include Branden Jacobs-Jenkins, Mary Kathryn Nagle, Dread Scott, Quiara Alegria Hudes, Simone Leigh, and Heidi Schreck. Artistic and/or performance experience is not required. Students will have the opportunity to propose their own commemorative projects; together we will explore whether and how performances of the past can do a certain kind of reparative work necessary for a more equitable future.

Same as L15 Drama 4996

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: BA, ETH

L98 AMCS 49KK Advanced Seminar: The United States in Afghanistan: Origins, Developments, Consequences

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the US War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic and economic dynamics as well as to international relationships, the experience of war and the subsequent developments upon both American and Afghani societies. Major topics covered include US covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the form of an insurgency, warlords, drug gangs, criminal networks and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China and Central Asian states; the Obama surge and counterinsurgency operations starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture and human rights abuses; the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only. This course fulfills the History major capstone requirement as an Advanced Seminar.

Same as L22 History 49KK

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

L98 AMCS 49PK The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK
Credit 3 units. A&S IQ: HUM EN: H

**L98 AMCS 49SA Advanced Seminar: Slavery in America:
The Politics of Knowledge Production**

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the University's slavery "archive" and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. PREREQUISITE: SEE HISTORY HEADNOTE.

Same as L22 History 49SA
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

Ampersand Programs

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

Ampersand Programs change each year and have included such topics as Biotech Explorers Pathway; Democracy and Myth in Ancient Greece; Encountering China; Examining America; Global Citizenship Program; History, Memory & Representation of the Holocaust; Literary Culture of Modern Ireland; Law and Society; Medicine and Society (p. 880); Mind, Brain, Behavior; Pathfinder Fellows in Environmental Leadership; Phage Hunters; (Re)Imaging the Urban; Safe Asylum: Refugee Politics and Pathways; Text and Traditions; The Hallmarks of Cancer and Patient Care; Shakespeare's Globe: All the World's a Stage; Slavery's WashU: The Lives and Afterlives of Slavery at Washington University and in the St. Louis Region, 1853-Present; The History and Culture of the Venetian Republic;

Theater as a Living Art; and Women in Science. Enrollment in each Ampersand Program is limited to ensure closely mentored personalized instruction. All Ampersand Programs constitute integrations and therefore fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open to all Arts & Sciences students, regardless of their intended majors, and they complement any major or pre-professional curriculum.

Contact: Trevor Sangrey
Phone: 314-935-7696
Email: tsangrey@wustl.edu
Website: <https://artsci.wustl.edu/fyp>

Faculty

Participating Faculty

David Balota (<http://artsci.wustl.edu/faculty-staff/david-balota/>)

Professor
PhD, University of South Carolina
(Psychological & Brain Sciences)

Barbara Baumgartner (<http://artsci.wustl.edu/faculty-staff/barbara-baumgartner/>)

Senior Lecturer
PhD, Northwestern University
(Women, Gender, and Sexuality Studies)

Iver Bernstein (<https://history.wustl.edu/people/iver-bernstein/>)

Professor
PhD, Yale University
(History)

Cindy Brantmeier (<http://artsci.wustl.edu/faculty-staff/cindy-brantmeier/>)

Professor
PhD, Indiana University
(Applied Linguistics and Education)

Stan Braude (<http://artsci.wustl.edu/faculty-staff/stan-braude/>)

Professor of the Practice
PhD, University of Michigan
(Biology)

Rebecca Clouser (<http://ias.wustl.edu/people/rebecca-clouser/>)

Postdoctoral Fellow
PhD, University of Indiana
(International and Area Studies)

Carl Craver (<https://philosophy.wustl.edu/people/carl-craver/>)

Professor
PhD, University of Pittsburgh
(Philosophy-Neuroscience-Psychology)

David Fike (<https://eps.wustl.edu/people/david-fike/>)

Professor
PhD, Massachusetts Institute of Technology
(Earth and Planetary Sciences)

Erin Finneran (<https://english.wustl.edu/people/erin-finneran/>)

Lecturer
PhD, Washington University
(English)

Douglass Flowe (<https://history.wustl.edu/people/douglas-flowe/>)

Assistant Professor
PhD, University of Rochester
(History)

Robert Henke (<http://artsci.wustl.edu/faculty-staff/robert-henke/>)

Professor
PhD, University of California, Berkeley
(Performing Arts)

Joseph Jez (<http://artsci.wustl.edu/faculty-staff/joseph-jez/>)

Professor of Biology
PhD, University of Pennsylvania
(Biology)

Dirk M. Killen (<http://artsci.wustl.edu/faculty-staff/dirk-killen/>)

Associate Dean, College of Arts & Sciences
PhD, Harvard University

Jeffery Kurtzman (<https://music.wustl.edu/people/jeffrey-kurtzman/>)

Professor
PhD, University of Illinois at Urbana-Champaign
(Music)

Tabea Alexa Linhard (<http://artsci.wustl.edu/faculty-staff/tabea-alexa-linhard/>)

Professor
PhD, Duke University
(International and Area Studies)

Joe Loewenstein (<http://artsci.wustl.edu/faculty-staff/joe-loewenstein/>)

Professor of English
PhD, Yale University
(Interdisciplinary Project in the Humanities)

Jia Luo (<https://chemistry.wustl.edu/people/jia-luo/>)

Lecturer
PhD
(Chemistry)

Jeffery S. Matthews (<http://artsci.wustl.edu/faculty-staff/jeffery-matthews/>)

Professor of the Practice in Drama
MFA, Virginia Commonwealth University
(Performing Arts)

Erin McGlothlin (<http://artsci.wustl.edu/faculty-staff/erin-mcglathlin/>)

Associate Professor
PhD, University of Virginia
(German and Jewish Studies)

Diana Montañó (<https://history.wustl.edu/people/diana-montano/>)

Assistant Professor
PhD, University of Arizona
(History)

Steven Petersen

Professor
PhD, California Institute of Technology
(Psychological & Brain Sciences)

Elizabeth Schechter

Assistant Professor
PhD, University of Maryland
(Philosophy-Neuroscience-Psychology)

Henry Schvey (<https://pad.wustl.edu/people/henry-i-schvey/>)

Professor
PhD, Indiana University
(Drama)

Chris Shaffer (<https://biology.wustl.edu/people/christopher-shaffer/>)

Lecturer
PhD, Cornell University
(Biology)

Karen Skinner (<https://amcs.wustl.edu/people/karen-skinner/>)

Academic Coordinator
PhD, St. Louis University
(American Culture Studies)

Anthony Smith

Assisant Dean
PhD, University of Miami
(College of Arts & Sciences)

Christi Smith (<https://ias.wustl.edu/people/christi-smith/>)

Senior Lecturer
PhD, Indiana University
(International and Area Studies)

Mark Smith (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=msmith>)

Assoc. Vice Chancellor for Student Affairs
JD, Washington University School of Law

Bradley Stoner

Associate Professor
PhD, Indiana University
(Anthropology)

Younasse Tarboni (<https://jimes.wustl.edu/people/younasse-tarboni/>)

Senior Lecturer in Arabic
PhD, Université PSL
(Jewish, Islamic, and Middle Eastern Studies)

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

Assistant Professor
PhD, University of California
(History, International and Area Studies)

Julia Walker (<https://english.wustl.edu/people/julia-walker/>)

Associate Professor
PhD, Duke University
(English, Drama)

Lori Watt (<http://artsci.wustl.edu/faculty-staff/lori-watt/>)

Associate Professor
PhD, Columbia University
(International and Area Studies)

Kathleen Weston-Hafer (<https://biology.wustl.edu/people/kathy-hafer/>)

Professor of the Practice
PhD, Washington University
(Biology)

William Whitaker (<https://artsci.wustl.edu/faculty-staff/william-whitaker/>)

Professor of the Practice
MFA, Florida Atlantic University
(Drama)

Kathryn Wilson (<https://classics.wustl.edu/people/kathryn-wilson/>)

Lecturer
PhD, University of Pennsylvania
(Classics)

Majors

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

Minors

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

Courses

Visit online course listings to view semester offerings for L61 FYP (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L61&crslvl=1:4>).

L61 FYP 107 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed — on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life — from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.

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

L61 FYP 1071 Ampersand: Memory and Memorialization in American Culture

What do Americans remember, and what do we choose to forget? Who decides? And what do our ever-proliferating memorials and at times obsessive acts of memorialization say about us? In this course, we will study cultural memory in the U.S. from the Civil War to September 11 by looking at "official" and "vernacular" forms of memorialization, including monuments, roadside crosses, temporary memorials, reenactments, museum exhibits, etc. We will seek to understand not only what public acts of memorialization look like and who gets to define them, but how memory is contested or reshaped by such practices. Along the way, we will ask how controversies of memory are related to competing ideas of nation, citizenship and patriotism; debates about what happened in the past; problems of cultural representation and identity; and shame and erasure of memory. This exploration will focus on "crises of memory" that have fundamentally altered American practices of remembrance.

Credit 3 units. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 1072 Ampersand: Writing Loss, Legacy, and Memory

This class will involve student writers in acts of remembrance as both a complement to the linked Fall Semesters course "Memory and Memorialization in American Culture" and as an introduction to a central motive of writers in all traditions: art as a means of transcending trauma and loss, large and small. Writing in multiple genres, from essay to poetry, from reportage to memoir, we will explore ways in which writers literally "come to terms" with the past, including idealization, justification, and re-interpretation. The course will stress how individual experience, especially loss, can move from private meaning to public when writers can convey their experience as representative of others. It will also explore the authority one assumes and creates when speaking for others. Travel to sites such as Washington,

D.C., will afford students an additional and exciting means of studying collective memory in a broader context that includes observing the interaction of a present-day audience. In addition to documents from field trips, course texts will include examples from various genres, as well as selected readings from cultural critics and writers about writing.

Credit 3 units. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 108 Ampersand: Constantinople, Queen of Cities:

Part I

Constantinople, the capital of the Byzantine Empire (330 to 1453), was among the greatest marvels of the medieval world. Renowned for its wealth and sophistication, the city was one of the largest urban centers in the premodern era and the model that cultures both east and west sought to surpass. In this course, we explore the evidence behind this reputation, studying the architectural, social, and artistic history of the Queen of Cities. Although renamed Istanbul when conquered in 1453 by the Ottomans, its fame did not fade, and some of its most impressive monuments, preserved to this day, stand as witness to the remarkable achievements of Byzantine culture.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD BU: HUM EN: H

L61 FYP 1080 Encountering Chinese Culture: Performing Tradition, Engendering Transformations

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed ones — are reconfigured in new cultural representations and practices.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD BU: HUM, IS

L61 FYP 1081 Ampersand: From Constantinople To Istanbul

This course is a continuation of the Freshman Focus Program, Constantinople, Queen of Cities, and it is limited to those students who are completing the sequence. It is a requirement for students participating in the summer 2010 study trip to Constantinople (Istanbul). This 1-credit course expands upon material covered during the fall semester by considering the post-Byzantine history of Constantinople, both under Ottoman rule and in the modern era. Requirements for this companion course include regular attendance, active participation, and the presentation of two oral reports on site in Istanbul, which will be based on fall and spring semester research projects.

Credit 1 unit. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 110A Ampersand: Examining America: American Dreams: Art, Culture, Performance, and Politics

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

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 116 Ampersand: Geographies of Globalization and Development

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

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

L61 FYP 117 Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems

Today, the number of displaced people is at its highest: one out of every 113 people on Earth. In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as 'refugee,' 'asylum,' 'sanctuary,' 'non-refoulement,' or 'forced displacement.' With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking across academic disciplines, encourages practical implications of research on global citizenship, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is restricted to first-year students in the Global Citizenship

Program. Today, the number of displaced people is at its highest: one out of every 113 people on Earth. In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as 'refugee,' 'asylum,' 'sanctuary,' 'non-refoulement,' or 'forced displacement.' With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking across academic disciplines, encourages practical implications of research on global citizenship, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L61 FYP 120A Amp: Intro to Study of the Mind-Brain:

Psychological, Biological, & Philosophical Perspectives

This course presents a consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience; the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. There will also be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The course is taught by three members of the faculty from different disciplines, and it combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: Admission to the Hewlett Program in the Study of the Mind-Brain.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L61 FYP 121 Ampersand: Pathfinder — A Sense of Place: Discovering Missouri's Natural Heritage

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis

Students will go exploring in and around St. Louis, where they will learn about the St. Louis backyard and their "home" for the next four years. Through field trips, readings, and discussion, students will see firsthand what challenges face the local environment and the people who live here. They will learn how to examine multiple perspectives, how to think critically, and how to approach problems from an interdisciplinary and holistic approach. They will also learn why it is important to know a community at the local level if to affect change on any level, whether state, national, or international. This course includes several field trips in addition to weekly readings and discussions.

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L61 FYP 122A Ampersand: Introduction to the Study of the Mind Brain II

In this course, participants in the Mind, Brain and Behavior Program (formerly known as the Hewlett Mind-Brain program) will continue their exploration of cognitive science. We will explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course will contain an introduction to relevant topics in the philosophy of science and the philosophy of mind. Prerequisite: MBB/PNP 120. Credit 3 units. A&S: AMP A&S IQ: SSC BU: BA EN: S

L61 FYP 1261 Ampersand: Law and Society

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 90-minute Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, which is an important part of a general education. The hope is that such knowledge will enable students to better understand and assess current legal events and to develop an increased interest in those events. This course should also enable students to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional 1-credit seminar focusing on contemporary Supreme Court cases. Course is for first-year students in the Law and Society Program only.

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

L61 FYP 141 Ampersand: Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.

Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.

Same as L48 Anthro 141

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art:

SSC BU: BA EN: S

L61 FYP 1503 Ampersand: Workshop for the Global Citizenship Program

This year-long workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. During the first semester, students will analyze their own identities and biases as a basis for learning about other identities, cultures, and worldviews. We will then explore the topics of solidarity, charity, agency, and empowerment in order to better understand how we can contribute to ethical and lasting change as global citizens. This work will prepare students for their second-semester community-based learning project, in which they will partner with a local organization to develop a project together. Contingent on COVID, the second semester will also include a spring break travel portion.

Credit 1 unit. A&S: AMP

L61 FYP 1504 Ampersand: Workshop for the Global Citizenship Program

This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the fall L61 FYP 1503 workshop. Using the skills we developed first semester, we will explore tangible ways to practice global citizenship and foster solidarity in the "real world" outside the classroom. Students will partner with a local organization to develop a collaborative community-based learning project. An optional trip during spring break will provide further opportunities for hands-on learning and interaction with organizations and people involved in the themes of the course.

Credit 1 unit. A&S: AMP

L61 FYP 160 Ampersand: Going Dutch: Art, Science, and Discovery in Amsterdam and Beyond

The Netherlands, despite its geographical scale, was once the most powerful and culturally thriving country in Europe. In the 17th century, the great metropolis of Amsterdam and the surrounding cities of Leiden, Delft, and Haarlem burgeoned as sites of global trade, scientific innovation, and unprecedented achievements in art. The paintings of Rembrandt van Rijn, Frans Hals, Johannes Vermeer, and many others embody the fascinating contradictions of a culture caught between Calvinist morals and licentiousness, lucrative commerce and fears of worldly vanity, and botanical learning and the tulip craze. The remarkable invention that characterized the Dutch Golden Age led also to the microscope, the fire engine, modernized anatomical dissection, and even the founding of New York City. This course surveys the history of the 17th-century Netherlands through the lens of its art and intellectual achievements, ultimately reflecting upon its legacy today.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM EN: H

L61 FYP 1701 Ampersand: The Italian Renaissance I

The Renaissance was one of the most dynamic and influential periods in the history of Western Europe. It is replete with contrasts and contradictions, preserving numerous aspects of medieval thought at the same time as it was developing dramatic new ways of viewing, understanding, and expressing the world. Although these factors affected all of Europe to different degrees, it was in Italy that these trends first appeared and from which they traveled north, east, and west to profoundly influence the entire continent. This course will concentrate on the Italian Renaissance in an effort to gain a panoramic view of its many aspects and the essential characteristics of each subject studied. The fall term will examine geography and political entities; wars and political realignments; forms of government and their rulers; social life; manufacturing, trade and economics; the humanist movement; philosophy; the Catholic Reformation; and the natural sciences and medicine. The spring term will concentrate on the arts: architecture, painting, sculpture, literature, and music. Prerequisite: admission into The Renaissance Focus program. Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

L61 FYP 1702 Ampersand: The Renaissance: An Introduction II

The Renaissance saw a fundamental shift in the character and functions of the arts in western society. This course will examine the basic aesthetics and features of Renaissance literature (poetry, epic poetry, drama), plastic arts (painting, illumination, sculpture, bas-relief), architecture (both sacred and secular) and music (both sacred and secular, including dance). We will be examining the role of perception in the arts, the relationship of that perception to humanistic, religious and political thought, and the various ways in which the arts communicate that relationship. Credit 3 units. A&S: AMP

L61 FYP 1703 Ampersand: The Republic of Venice I

The Venetian Republic survived intact from its beginnings in the 5th century A.D. to the Napoleonic conquest of 1797. This course will introduce students to the unique social, cultural and artistic life of the maritime Republic known as the Serenissima. The fall semester will explore the political, governmental, social, religious and economic foundations of the republic together with its artistic and architectural expressions up to 1520. The spring term consider further social and institutional constructs and will trace the height of Venice's artistic achievements through painting, sculpture, architecture, music and drama, accompanied by the city's gradual economic and political decline to the end of its existence as an independent state in 1797.

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

L61 FYP 1704 Ampersand: The Republic of Venice II

This course will continue the study of Venetian history and culture, from the mid-16th century to the fall of the Republic to Napoleon in 1797. In addition to studying the political and economic life of the later Republic, we will focus on the impact of various social and cultural issues, such as the Reformation and the Inquisition, early Venetian feminist writers, Carnival and masking, tourism, gambling, courtesans, and the diversity of social life and activities. In the arts, we will consider such subjects as Renaissance and Mannerist architecture; painting by Titian, Tintoretto, Tiepolo, Canaletto and Francesco Guardi; music by Claudio Monteverdi and Antonio Vivaldi; comedies by Carlo Goldoni; and the development of opera theater and the opera business.

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

L61 FYP 181P Ampersand: Pathfinder: Environmental Seminar

This course is a survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only. Credit 1 unit. A&S: AMP

L61 FYP 1910 Ampersand: Phage Hunters

A research-based laboratory class for first years. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prerequisites: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only. Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 1920 Ampersand: Phage Bioinformatics

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

L61 FYP 200C Ampersand: Sanity and Madness in Literature from Ancient Greece to the Renaissance

We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures. Same as L93 IPH 200C
Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

L61 FYP 201 Ampersand: Nationalism and Identity: The Making of Modern Europe

This course is a reading-and-discussion seminar designed for students interested in an interdisciplinary program in history, literature, and language. It will cover a series of major topics in French and German history, beginning with the French Revolution and culminating in the origins of World War I. The unifying theme will be the concept of the nation and development of nationalism. Major topics will include Napoleon, the revolutions of 1848, and German unification; related topics will include such issues as women and the concept of the nation. The seminar will read texts such as the Abbe Sieyès' "What is the Third Estate?" (in translation) and will review excerpts from such films as Abel Gances's *Napoleon* and Jean Renoir's *La Marseillaise*.

Credit 3 units. A&S: AMP A&S IQ: HUM BU: IS

L61 FYP 201C First-Year Seminar: Classical to Renaissance Literature: Text and Traditions

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's *Iliad* is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Same as L93 IPH 201C

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

L61 FYP 2010 Ampersand: The Science of Biotechnology

Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only. Same as L41 Biol 2010

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L61 FYP 202 Ampersand: French Nationalism 1789-1914:**The Formation of French National Identity**

French: Exploration of cultural expressions and depictions of nationalism in France 1789-1914 with emphasis on literary forms — poetry, prose, drama — against the background of social and political change and in particular against the background of Franco-German relations. Will include investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the French vs. the German, as well as contemporary critiques of nationalism. Taught in English. Course should be enrolled as 3 units, or 4 units with trip. Co-course: Each student should enroll in the level of French language instruction that follows their fall course. Credit variable, maximum 4 units. A&S: AMP A&S IQ: HUM Art: HUM EN: H

L61 FYP 203 Ampersand: German Nationalism 1789-1914:**The Formation of German National Identity**

Exploration of cultural expressions and depictions of nationalism in Germany 1789-1914 with emphasis on literary forms — poetry, prose, drama — but including other symbolic modes of expression, against the background of social and political change and in particular against the background of Franco-German relations. Will include investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; the importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the German vs. the French, as well as contemporary critiques of nationalism. Course should be enrolled as 3 units, or 4 units with trip. Credit variable, maximum 4 units. A&S: AMP A&S IQ: HUM Art: HUM

L61 FYP 203C Ampersand: Early Political Thought: Text and Traditions

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice. Same as L93 IPH 203C. Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 208 Ampersand: Global Culture and the Individual: Intercultural Skills for the 21st Century

The emergence of a global society continues to create vast changes in all cultures. How do these changes impact our lives and the way we view ourselves and our place in the world? Students in this seminar will use the study of language, culture, and literature to examine how they, as individuals, relate to self, community, and culture. Students will also learn to apply the skills needed to live and work most effectively within the university community and beyond. Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC BU: IS EN: S

L61 FYP 2081 Ampersand: Global Culture and the Individual: Intercultural Skills for the 21st Century

During the spring semester, we continue to find ways to practically apply the skills and knowledge gained during the fall semester. The course will be built around projects proposed by students at the end of the fall semester. By the end of the academic year, students will have gained a greater understanding of how they relate to and affect one another within their own immediate environment, their community, their culture, and beyond. The companion course for this seminar continues to be a two-semester language sequence at the student's level of proficiency as determined by a placement test. Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC EN: S

L61 FYP 209 Ampersand: Wild Ethics and Environmentalism

Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a "howling wilderness," redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating "In wildness is the preservation of the world." This course will study the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy, and ecology. The Spring semester will include a study of wolf reintroduction in Yellowstone National Park, including a Spring break trip to Yellowstone to study wolves in the wild. Credit 3 units. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 2091 Ampersand: Wild Ethics and Environmentalism

Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a "howling wilderness," redeemable only by human settlement and improvement. To Native Americans, this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating, "In wildness is the preservation of the world." This course will study the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy, and ecology. The spring semester will include a study of wolf reintroduction in Yellowstone National Park, including a spring break trip to Yellowstone to study wolves in the wild. Credit 3 units. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 215 First-Year Seminar: The Theatre as a Living Art

Moving in and out of practice and theory, this plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 2151 Ampersand: Theatre Topics Course

Companion course to L61 215. Credit 3 units. A&S: AMP

L61 FYP 216 Ampersand: The Theatre as a Living Art

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

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 2171 Ampersand: Women in Science

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

Credit 1.5 units. A&S: AMP A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L61 FYP 2172 Ampersand: Women in Science:

Contemporary Issues

Following the history of women in science that we explored in the fall semester, this class will begin a discussion and analysis of current issues in gender and science. We will look at the feminist critique of science and scientific objectivity before turning to women's careers in science. Several questions will be central to our inquiry: Do women "do" science differently? Could alternative science and mathematics education help increase women's representation in fields that continue to be male dominated like physics, engineering, and computer science? How do social expectations of men and women effect career choices and retention? In addition to exploring these issues, we will hear from a number of women scientists. Drawing from both the Danforth and Medical School campuses, our visitors will include faculty members from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration, among others, who will share their reflections about women and science. This course is restricted to Women in Science Ampersand program participants.

Credit 1.5 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 221 Ampersand: Law and Society

This course will be a continuation of the seminar Ampersand: Law and Society. The course will apply knowledge learned in the first semester to analyze current and recent Supreme Court cases. Prerequisites: L61 1261 and admission to the Ampersand: Law and Society course.

Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC BU: BA, HUM EN: S

L61 FYP 2341 Ampersand: Italy's Temples of Knowledge: The History and Controversies of Museums

This course will investigate the history of museums in Italy and the political and ethical issues that have developed alongside the institutions themselves to the present day. Our study during the fall semester will unfold chronologically, beginning with such ancient precursors to the modern museum as the Roman House of Pompeii. We will study how the museum in Italy developed from an elite, private space — the Renaissance princely studiolo and curiosity cabinet — for the display to a select audience of individual and family social distinction to a public center for the cultural education of the masses and for the demonstration of state prestige (i.e., the Louvre, the Vatican Museums, and the Fascist Museum of Roman Civilization). We will also visit local art and history museums. The course will culminate at the end of the spring semester with a trip to Italy to tour the sites we have studied throughout the year. This course is restricted to Italy's Temples of Knowledge Focus program participants.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 2242 Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration

This course will continue our investigation of the dynamics of migration in the MENA and African countries primarily and reorient the discussions towards a much-overlooked cause of migration: colonialism. To achieve genuine refugee-/migrant-oriented reform policies, the Global North needs to reconcile with its colonial past. Toward this end, we will highlight how the history of migration is deeply entangled with colonialism. Our readings-based discussions will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing xenophobia and anti-migration rhetoric in the Global North toward intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC BU: BA EN: S

L61 FYP 2342 Ampersand: Italy's Temples of Knowledge, Part II

This first-year course has divided its scope over two semesters. In the fall, students study the history of museums; in the spring, students study the ethical, political, cultural, and interpretive issues that surrounded these institutions. Students will also prepare for the spring trip to Italy.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L61 FYP 2351 Ampersand: Moving and Being Moved:

Human Movement in Art, Culture, Sport and Health

This course will investigate the significance of movement, individually and collectively, in human experience. Movement can signal a wide variety of states of being—gender, age, ethnicity, mental and physical health—in addition to its stylized expressions as social and concert dance. We will use readings, discussions, lectures and correlated movement work to deepen our understanding of what and how movement communicates. The course will be team-taught by members of the dance faculty and guest instructors. Concurrent registration in a dance or somatics course is recommended but not required. This course is restricted to Moving and Being Moved Focus program participants.

Credit 3 units. A&S: AMP A&S IQ: HUM EN: H

**L61 FYP 2352 Ampersand: Moving and Being Moved:
Further Explorations**

Continuation of Fall Focus program. Students will continue to explore a broad range of topics. At the same time each student will deepen his or her experience of a specific movement discipline by enrolling in one of the many dance or somatic practices courses offered by Washington University. The weekly seminar meetings will focus on connections between dance and other disciplines: for example, lighting and costume design for dance, arts management, movement and Native American culture, dance and literary theory that treats "the body" metaphorically. However, our weekly meeting will also include time periodically for students to share their experience in their chosen movement centered courses. In-class content will continue to be supplemented by field trips and related practical applications. This course is restricted to Moving and Being Moved Focus program participants.

Credit 2 units. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 2443 First-Year Seminar: The Nuremberg Trials and International Justice

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively.

The subject of this inquiry will be the Nuremberg trials — the innovations and critiques around the law and politics of the trials themselves as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Same as L22 History 2443

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

**L61 FYP 2601 Ampersand: The Argentine Experience:
History, Literature, Culture**

How have foreigners viewed Argentina over time? What was the meaning of bloodshed among gauchos? What are the origins of tango? At one point, one-third of Argentina's population consisted of Afro-descendants — what happened to them? This course helps students find answers to such questions and more. We cover the history of Argentina, from Spanish settlement to the present, focusing on the wars of independence, economic growth and urbanization, immigration, gauchos and popular culture, Juan and Evita Peron, the "Dirty War," and the transition

to democracy and neoliberalism. The course complements an offering on Argentine Culture in the spring semester. It will also provide historical background for a field trip by the students to Buenos Aires, Argentina. It covers the history of one of Latin America's largest and most important countries, and it gives students the chance to compare processes of cultural, political, and economic development with the United States and other countries in the Americas. Prerequisite: admission to the Focus Argentina program.

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

**L61 FYP 2602 Ampersand: Buenos Aires and the
Construction of Argentine Culture**

In this course, we will examine the various expressions of Argentine culture that have given us gauchos, tango, Jorge Luis Borges, and one of the most prolific and honored cinematic traditions of Latin America. In particular, we will explore the ways in which history and culture interact to express the experience of Argentina and Buenos Aires. We will study films, popular music, dance, literature, sport, and theater to gain insight into that experience. This course is part of the Buenos Aires Focus program; it includes a trip to Buenos Aires and is intended to be taken after Focus 2601 Argentina: Past and Present.

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

**L61 FYP 267 Ampersand: Cuban Transitions: From
Colonialism to Communism**

This course will examine the Cuban experience from its beginnings as a Spanish colony to its independence. We will emphasize happenings in contemporary Cuba and its relations to other countries. Topics to be studied will include the Tainos, slavery, the preeminence of sugar and tobacco as an economic and cultural force, social structures, race, the "Spanish-American war," the press, the military, and education. We will screen documentaries, examine the paintings of Wilfredo Lam and the photographs of Walker Evans, and study the contribution of music to the Cuban ethos. We will concentrate on biographies and documentary films of Che Guevara and Fidel Castro. All topics studied will also be put into contemporary contexts. Completion of the course will require three short papers (four to six pages) and an oral report.

Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: IS

**L61 FYP 2671 Ampersand: Stranger Than Paradise: Cuban
Experience of the Revolution**

The word "Cuba" strikes a resonant chord with many of us: a mix of curiosity, anxiety and hope shaped by many years of controversy and stereotyping on the one hand and myth-making on the other. Whether students want to develop an understanding of Cuban literature on and off the island or to learn about the music and dance history that led up to the Buena Vista Social Club phenomenon, this is a seminar worth exploring. Organized chronologically and thematically as a companion course to Cuba: From Colonialism to Communism, this course will cover a comprehensive range of topics related to contemporary Cuba. Faculty with ample first-hand knowledge of Cuba and invited speakers will encourage wide-ranging discussions about the interplay of such issues as the politics of race and sexuality, repression and exile, and censorship and dissent. African cultural heritage and syncretic religious

practices will be presented as both a source of pride for Cubans and a symbol of their unique Caribbean experience. By examining a variety of ideological perspectives in prose fiction, poetry, political speeches, artwork, musical forms, personal testimonies, and film, this seminar will allow students to exchange perceptions across various disciplines, question myths, and erase the distance between theory and context-based critical practice. Prerequisite: Successful completion of the first-semester course Cuba: From Colonialism to Communism. Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 287 Focus: Writers as Readers Seminar

Participants in this seminar examine how writing serves as a creative response to reading. Just as modern students are students of literature, so, too, were writers in the past students of their literary heritage and of their contemporary literary moment. We will examine how writers -- both poets and novelists -- responded to, elaborated on, rebelled against, and paid homage to their predecessors. Among the writers we will consider are Jane Austen, Henry James, Charles Dickens, Dostoevsky, Tennyson, Keats, Kipling, and Isaac Babel. Credit 3 units. A&S: AMP A&S IQ: HUM Art: HUM

L61 FYP 2201 Ampersand: Urban Crisis and Renewal

This course will explore the profound changes American cities faced in the wake of World War II and into the 21st century. As the postwar economy deindustrialized, manufacturing moved away from the northeast and Midwest, and the suburbs grew. Formerly prosperous urban centers fell into decline, and remaining residents suffered the consequences. In an analysis of the economic, cultural, and spatial transformations of this period, we will engage with the subjects of race, inequality, and civic and corporate attempts to recover urban space with urban renewal programs. We will also spend a significant amount of time engaging the subjects of popular culture and imagination through the reformulation of what it means to be "urban" in the postindustrial period and how the suburbs exist in the greater metropolitan areas of American cities. In addition to selected readings, films, literature, and primary sources will drive seminar-style class discussions. Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L61 FYP 3001 Ampersand: Research in Mind, Brain, Behavior

An introduction to research for Mind, Brain, and Behavior students. Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain and Behavior Program, and permission of the mentor. Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

Anthropology

Anthropology offers the opportunity to study human existence in the present and the past and to explore how and why humans vary in their behaviors, cultures and biology. Students choose to study anthropology because they want to understand some of the most intriguing and troubling issues faced by modern society:

the origin and meaning of ethnic and gender differences; the role of institutions in social, political and economic life; learned vs. innate behavior; the similarities and differences among human societies; and the meaning of religion, community and family.

The Department of Anthropology offers courses in the four subfields of anthropology: archaeology, biological anthropology, sociocultural anthropology and linguistics.

The faculty in the anthropology department are active in research around the world and bring a diversity of experiences to their teaching.

- Faculty research expertise in archaeology includes the origins of food production; the cultures of prehistoric North, Central and South America; African and Central Asian prehistory; environmental archaeology; and geographic information systems (GIS).
- Biological anthropology faculty focus on the evolution of humans; on the normal biological variation in living human populations; and on the ecology, behavior and evolution of nonhuman primates.
- Sociocultural faculty conduct research on a wide range of topics, including states, societies and beliefs; political ecology, demography, fertility and population; sociolinguistics; medical anthropology and public health; bodies, gender and sexuality; science and technology, mind and cognition; and religion and politics.

Contact: Kirsten Jacobsen
Phone: 314-935-7770
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)
Website: <http://anthropology.wustl.edu>

Faculty

Chair

Rebecca J. Lester (<https://anthropology.wustl.edu/people/rebecca-lester/>)

PhD, University of California, San Diego

Endowed Professors

John Baugh (<https://anthropology.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)

Dunbar-Van Cleve Professor in Arts & Sciences
PhD, University of Chicago

Pascal R. Boyer (<https://anthropology.wustl.edu/people/pascal-boyer/>)

Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre

T.R. Kidder (<https://anthropology.wustl.edu/people/tristram-r-kidder/>)

Edward S. and Tedi Macias Professor in Arts & Sciences
PhD, Harvard University

Fiona Marshall (<https://anthropology.wustl.edu/people/fiona-marshall/>)

James W. and Jean L. Davis Professor in Arts & Sciences
PhD, University of California, Berkeley

Richard J. Smith (<https://anthropology.wustl.edu/people/richard-j-smith/>)

Ralph E. Morrow Distinguished University Professor
PhD, Yale University

James V. Wertsch (<https://anthropology.wustl.edu/people/james-wertsch/>)

Marshall S. Snow Professor in Arts & Sciences
PhD, University of Chicago

Professors

Lois Beck (<https://anthropology.wustl.edu/people/lois-beck/>)

PhD, University of Chicago

Geoff Childs (<https://anthropology.wustl.edu/people/geoff-childs/>)

PhD, Indiana University

Michael Frachetti (<https://anthropology.wustl.edu/people/michael-frachetti/>)

PhD, University of Pennsylvania

David Freidel (<https://anthropology.wustl.edu/people/david-freidel/>)

PhD, Harvard University

Bret D. Gustafson (<https://anthropology.wustl.edu/people/bret-gustafson/>)

PhD, Harvard University

Shanti A. Parikh (<https://anthropology.wustl.edu/people/shanti-parikh/>)

PhD, Yale University

Crickette Sanz (<https://anthropology.wustl.edu/people/crickette-sanz/>)

PhD, Washington University

Glenn D. Stone (<https://anthropology.wustl.edu/people/glenn-davis-stone/>)

PhD, University of Arizona

David Strait (<https://anthropology.wustl.edu/people/david-strait/>)

PhD, State University of New York–Stony Brook

Associate Professors

Talia Dan-Cohen (<https://anthropology.wustl.edu/people/talia-dan-cohen/>)

PhD, Princeton University

Xinyi Liu (<https://anthropology.wustl.edu/people/xinyi-liu/>)

PhD, University of Cambridge

Elizabeth A. Quinn (<https://anthropology.wustl.edu/people/ea-quinn/>)

PhD, Northwestern University

Assistant Professors

Sarah Baitzel (<https://anthropology.wustl.edu/people/sarah-baitzel/>)

PhD, University of California, San Diego

Theresa Gildner

PhD, University of Oregon

Krista Milich (<https://anthropology.wustl.edu/people/krista-milich/>)

PhD, University of Illinois at Urbana-Champaign

Natalie Mueller

PhD, Washington University

Thomas Cody Prang

PhD, New York University

Helina Woldekiros (<https://anthropology.wustl.edu/people/helina-woldekiros/>)

PhD, Washington University

Emily Wroblewski (<https://anthropology.wustl.edu/people/emily-wroblewski/>)

PhD, University of Minnesota

Lecturers

Rose Hores

PhD, Southern Illinois University

Anna Jacobsen (<https://anthropology.wustl.edu/people/anna-jacobsen/>)

PhD, Washington University in St. Louis

Johnelle Lamarque (<https://anthropology.wustl.edu/people/johnelle-lamarque/>)

PhD, Rutgers University

Andrea Murray (<https://anthropology.wustl.edu/people/andrea-murray/>)

PhD, Harvard University

Kyle Olson

PhD, University of Pennsylvania

Professors Emeriti

David L. Browman (<https://anthropology.wustl.edu/people/david-browman/>)

PhD, Harvard University

Robert L. Canfield (<https://anthropology.wustl.edu/people/robert-canfield/>)

PhD, University of Michigan

Pedro C. Cavalcanti (<https://anthropology.wustl.edu/people/pedro-c-cavalcanti/>)
PhD, University of Warsaw

James M. Cheverud (<https://anthropology.wustl.edu/people/james-cheverud/>)
PhD, University of Wisconsin-Madison

Glenn C. Conroy (<https://anthropology.wustl.edu/people/glenn-conroy/>)
PhD, Yale University

Gayle J. Fritz (<https://anthropology.wustl.edu/people/gayle-fritz/>)
PhD, University of North Carolina at Chapel Hill

G. Edward Montgomery
PhD, Columbia University

Jane Phillips-Conroy (<https://anthropology.wustl.edu/people/jane-phillips-conroy/>)
PhD, New York University

Carolyn Sargent (<https://anthropology.wustl.edu/people/carolyn-sargent/>)
PhD, Michigan State University

Erik Trinkaus (<https://anthropology.wustl.edu/people/erik-trinkaus/>)
Mary Tileston Hemenway Professor in Arts & Sciences
PhD, University of Pennsylvania

Patty Jo Watson (<https://anthropology.wustl.edu/people/patty-jo-watson/>)
Edward Mallinckrodt Distinguished University Professor Emerita
PhD, University of Chicago

Majors

The Major in Anthropology

Total units required: 34 units

Required courses: 10 units

Code	Title	Units
Anthro 140	Proseminar	1
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3
Total Units		10

Elective courses: 24 advanced units (300 level or higher), of which 9 units must be at the 400 level.

Optional Anthropology Major Track: Global Health and Environment

Anthropology majors may choose an optional track within the major called Global Health and Environment (GHE) if the students' interests lie primarily within this area of anthropology. Students enrolled in the GHE track must complete the anthropology major required courses and the GHE required and elective courses as outlined below.

Total units required: 34 units

Required courses: 16 units

- **Departmental requirements:** 10 units

Code	Title	Units
Anthro 140	Proseminar	1
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3
Total Units		10

- **Global Health and Environment Track requirements:** 6 units

Code	Title	Units
Anthro 3283	Introduction to Global Health	3
Anthro 361	Culture and Environment	3
Total Units		6

Elective courses: 18 advanced units (300 level or higher), of which 9 units must be at the 400 level, chosen from the approved list of GHE electives (<https://anthropology.wustl.edu/major-and-minor/#anchor-group-11425>) available on the Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 6 units from either list, with the remaining 12 units to come from the other list.

Additional Information

- Students should register under the L48 department code for any courses that will count toward the anthropology major.
- Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 units of course work taken in University College (U69) may be counted toward the major.
- A maximum of 12 units of nontraditional day courses — including University College, study abroad, honors and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

Research: Many anthropology courses include research components and final projects. Majors can also take part in research at the beginning, intermediate or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology and primate studies. Students may count a maximum of 3 units of directed research credit with any individual faculty member toward the major.

Senior Honors: Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade-point average of 3.65, and who have received the approval of a faculty advisor and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, Anthro 4960 and Anthro 4961, are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 400-level course requirement for the major.

Study Abroad: The department recognizes and accepts courses from a number of semester or year abroad programs. Specific information about study abroad policies (<https://anthropology.wustl.edu/study-abroad-policy/>) is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general anthropology major or up to 6 units of study abroad elective credit toward the GHE track of the major. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit: Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

Internships: Anthropology majors can gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for pass/fail credit and do not count toward the major requirements.

Minors

The Minor in Anthropology

Total units required: 18 units

Required courses: 6 units

Two of the following three courses must be taken, and it is recommended that all three be taken:

Code	Title	Units
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3

Elective courses: 12 additional units, at least 9 of which must be at the 300 level or higher.

Optional Anthropology Minor Track: Global Health and Environment

Anthropology minors may choose an optional track called Global Health and Environment (GHE) if the student's interests lie primarily within this area of anthropology. Students in the GHE track of the anthropology minor must take the departmental, track and elective requirements as outlined below.

Total units required: 18 units, 9 of which are required introductory level courses. There are 9 additional elective units as outlined below.

Required courses: 9 units

- **Departmental requirements:** 3 units

Any 100-level introductory anthropology course from the following list:

Code	Title	Units
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3

- **Global Health and Environment Track requirements:** 6 units

Code	Title	Units
Anthro 3283	Introduction to Global Health	3
Anthro 361	Culture and Environment	3
Total Units		6

Elective courses: 9 units taken from the approved list of GHE electives (<https://anthropology.wustl.edu/major-and-minor/#anchor-group-11425>) available on the Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 3 units from either list, with the remaining 6 units to come from the other list.

Additional Information

- Students should register under the L48 department code for any courses that will count toward the minor.
- Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill the minor requirements.

- A maximum of 3 units of course work taken in University College (U69) may be counted toward the minor. Online courses taken through University College do not count toward the minor.
- A maximum of 6 units of nontraditional day courses — including University College, study abroad, honors and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

Research: Many anthropology courses include research components and final projects. Minors can also take part in research at the beginning, intermediate or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology and primate studies. Students may earn a maximum of 3 units of credit from directed research under a specific faculty member.

Study Abroad: The department recognizes and accepts courses from a number of semester or year abroad programs. Specific information about study abroad policies (<https://anthropology.wustl.edu/study-abroad-policy/>) is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE track of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit: Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

Internships: Anthropology minors can gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for pass/fail credit and do not count toward the minor requirements.

Courses

Visit online course listings to view semester offerings for L48 Anthro (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L48&crslvl=1:4>).

L48 Anthro 130 First-Year Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge first-year students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end, we want to understand the basis for Cahokia's organization as a prehistoric Native American community and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

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

L48 Anthro 132 First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies & Global Civilization

The past history of humanity is littered with the stories of societies whose peoples experienced prosperity and florescence followed by decline and catastrophe. In the present, an age of information and rapid change, public intellectuals offer broad and detailed visions of what took place in the past, what is happening now, and what the trends suggest for the future. This course looks at the efforts of two prominent public intellectuals, economist Lester Brown and geographer Jared Diamond. In this course we look at Brown's work in its latest incarnation, Plan B 4.0. We discuss this in light of current events. We then look at Jared Diamond's book "Collapse, How Societies Choose to Fail or Succeed" and critical response to that book by experts. I include a personal perspective as an archaeologist working with the ancient Maya civilization. The Maya are famous for the ninth century AD collapse of their Classic civilization. The readings provide the basis for discussion of the challenges we face in understanding the life histories of societies and discerning what we can conclude about the future from their experiences. This course is available to first year non-transfer students only.

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

L48 Anthro 136 First-Year Seminar: 20,000 Years on Turtle Island: A Deep History of North America

The twin premises of this course are that humans are the subject of history and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This course will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will focus on contested events or issues, where our sources tell different stories, and we will consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but we will also consider how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course

are as follows: (1) to put recent American history in its proper context; (2) to show how historical narratives are constructed and contested; and (3) to give students tools other than written records with which to construct history. Course is for first-year, non-transfer students only.

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

L48 Anthro 138 First-Year Seminar: Anthropological Perspectives on COVID-19

This class explores the evolving relationships between humans, animals, and the novel coronavirus that causes COVID-19. In examining COVID-19 and other zoonotic outbreaks, this course emphasizes that a complex mix of ecological, political, economic, and social factors shape infectious disease emergence and epidemiology. Drawing on popular media, medico-scientific scholarship, and ethnographic case studies, we will explore topics including zoonotic "jumping" and biosecurity, environmental degradation and animal agriculture, unequal burdens of risk and disease, politics and public health policy debates, and the lived experience of front-line healthcare, illness, and quarantine. In so doing, we consider the role anthropological research and perspectives might play in understanding and ameliorating global health problems in diverse contexts around the world.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

L48 Anthro 140 Proseminar

This course is designed to introduce the student to current issues in anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in their particular specialty. The course is required of all majors; it may also be taken before declaring the major, and it may be taken by non-majors.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 141 Ampersand: Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender and race/ethnicity. Note: Content for this course overlaps with and replaces Anthro 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

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

L48 Anthro 142 Ampersand: Medicine and Society

This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society program. The course builds upon material introduced in Anthro 141, and it provides greater ethnographic context for the cross-cultural study

of health and illness. Topical areas include analyses of disease, illness and sickness at micro and macro levels; the impact of personal and interpersonal factors on health; the health effects of social, political, and economic factors; the relationship of anthropology to biological and social sciences approaches; the ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.

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

L48 Anthro 150A Introduction to Human Evolution

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 160B Introduction to Cultural Anthropology

This course introduces the basic concepts, theories, and methods of Cultural Anthropology -- an academic discipline that studies the diversity of human cultures and societies. The purpose is to provide a broad perspective on the types of research that anthropologists undertake, and to engage in a critical dialogue on how the work of anthropologists contributes to understanding the human condition. Introduction to Cultural Anthropology is a portal into more advanced anthropology courses.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S UColl: CD

L48 Anthro 170D Introduction to Linguistics

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Same as L44 Ling 170D

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

L48 Anthro 174 Medicine East and West: Comparing Health Care in the U.S. and China

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course are exposed to a broad range of topics dealing with health and health care in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class are prepared to understand and address ongoing health care concerns affecting U.S. and Chinese society.

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

L48 Anthro 180 First Year Seminar: Our Cultures in 3D

Today's digital technologies provide rapidly evolving ways to interact with people, material culture, social landscapes, architecture, and the environment. Virtual reality and 3-D modeling from both terrestrial and drone-based remote sensing, photogrammetry, LiDAR and other applications provide us with unprecedented tools to reconstruct, test, and experience these many aspects of culture and the environment. In some cases, virtual tools also allow us to experience places far away and learn about cultures which are different from our own. In this course we will learn the basics of 3-D modeling and virtual reconstruction, and explore a range of ways 3D modeling is used in Anthropological and environmental applications. In this class you will learn how cutting-edge technologies are used in a variety of sectors related to Anthropology and Archaeology, such as heritage management, environmental assessment, digital museum exhibits, and more. Methodologically you will be given the opportunity - through your own project - to explore how to acquire data using tools such as terrestrial and drone-based photography, how to produce 3-D models with the latest software tools, and how to package these assets for productive and ethical dissemination. In the end, you will work with a teammate to produce 3D models related to a project of your choice, and your learning will be focused via the development of your project. This course is available to first year non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: LCD, SSC BU: HUM

L48 Anthro 190B Introduction to Archaeology

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented and why, and the importance of the past as it relates to the present and future. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 209C World Archaeology: Global Perspectives on the Past

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past. Same as L52 ARC 200C Credit 3 units. A&S IQ: HUM, LCD Arch: HUM, SSC Art: HUM, SSC BU: IS EN: H

L48 Anthro 212 Archaeological Fantasies and Hoaxes

American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype and valid archaeological research? What potential merit do films, TV-oriented documentaries and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tools for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwary public. Anthropology majors and nonmajors are all welcome, as are sophomores and motivated first-year students who have not yet declared majors. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 2151 Language, Culture and Society

This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format alternates between "classic" theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 247 First-Year Seminar

Taught in English. This small-group seminar is devoted to the reading and study of other texts, such as films, paintings, and so on, as well as discussion and writing. Topics vary but have an interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of instructor. Does not substitute for any other French course. Same as L34 French 247 Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM EN: H

L48 Anthro 260 Topics in Health and Community

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students. Credit 1 unit. EN: S

L48 Anthro 2653 Health Care Challenges in Modern China

As the most populous country in the world, China has many challenges regarding medicine, health and health care delivery. In this course several major health care challenges facing China are explored. Students have the opportunity to learn not just from published research and class discussion but also from the perspectives of those who spend their lives studying the

social, political, and cultural dynamics of these issues as well as those who devote their careers to the practice of health care in China. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 290 Independent Study

Designed to give undergraduates research experience in the various subdisciplines of anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research will be done.

Credit variable, maximum 3 units.

L48 Anthro 300 Internships in Anthropology

Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students are evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may be taken only one time. Prerequisites: 9 hours of anthropology and permission of department.

Credit 3 units.

L48 Anthro 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistically diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS

L48 Anthro 302B Peoples and Cultures of the Middle East

This course introduces the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq and Iran. We access this material through short stories, poetry, biographies, essays, videos, blogs and political and anthropological reports.

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

L48 Anthro 305 Anthropology of India

An introduction to the societies and cultures of India through its social margins. Our approach will leverage scholarship from many fields, highlighting the strengths and limitations of singular-discipline analyses and universalized histories. Ethnographic narratives will be woven into historical accounts of major cultural shifts. Students will learn to evaluate and apply multivocal perspectives on larger global issues that have transformed India since the end of colonization, including demographic, economic, social, cultural, political, and religious change. Topics will include population and life expectancy, civil society, social-moral relationships, caste and communalism, youth and consumerism, the new urban middle class, environment and health, tourism, public and religious cultures, social activism, politics and law.

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

L48 Anthro 3051 Anthropology of Tibet and the Himalayas

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course explores the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.

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

L48 Anthro 3053 Nomadic Strategies and Extreme Ecologies

This course will explore the archaeology and anthropology of nomadic pastoral societies in light of their ecological, political, and cultural strategies and adaptation to extreme environments (deserts, mountains, the Arctic). The aim of this course is to understand both the early development of pastoral ways of life and how nomads have had an essential role in the formation and transfer of culture, language, and power from prehistoric time to the current era.

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

L48 Anthro 3055 Contemporary Chinese Culture and Society

This course provides an introduction to emerging trends in Chinese culture and society. We explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we focus on the post-Mao reform era (1978 to the present), we consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories and frameworks integral to the analysis of Chinese culture and society. Readings, lectures and discussions highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption and globalization.

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

L48 Anthro 3056 Material Culture in Modern China

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life. Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 3059 New Departures in the Study of Culture, Health, and Medical Practices in Contemporary China

Drawing upon an interdisciplinary approach, this course addresses several major themes with a focus on the dynamics of China's unprecedented health care transformations. Topical issues covered will include: Biocultural Contexts of Disease; the Challenge of Aging in a Gray China; Health Inequalities and Social Stratification; and Values and the Medical Humanities in Public Health.**Students are encouraged to conduct ethnographic field research in a variety of settings including: community health centers, drug stores, city and district hospitals, clinics, public parks, clubs, temples and shrines, tea houses, cafes, restaurants, and school playgrounds and other places of interest. *Must be enrolled in the study abroad program at Fudan University in Shanghai, China.* Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L48 Anthro 306B Africa: Peoples and Cultures

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

L48 Anthro 307A Human Variation

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology. Credit 3 units. A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

L48 Anthro 3090 Cultures of Health in Latin America

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to

healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Same as L45 LatAm 325

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

L48 Anthro 3092 Indigenous Peoples and Movements in Latin America

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

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

L48 Anthro 3093 Anthropology of Modern Latin America

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

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

L48 Anthro 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas: the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (e.g., architecture, art, ceramics, metals, textiles, plant and animal remains), from the context of everyday life (e.g., households, food production, craft production) to the rituals and ceremonies (e.g., offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

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

L48 Anthro 3100 Defense Against the Dark Arts: an Anthropological Approach to the Study of Religion and Health

This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.

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

L48 Anthro 3101 Topics in Anthropology: Cyborg Anthropology

Cyborgs are often thought to be the stuff of science fiction, half-human and half-machinic monsters. Yet recent advances in science and technology are increasingly troubling the boundaries of human life. Pacemakers and pig valves enable human hearts to beat. Algorithms seek to help people make better decisions. Computer chips are implanted in pig and human brains. In contemporary America, everyday life is powerfully shaped and altered by technology and biotechnology. Drawing on medical anthropology, feminist/queer science studies, science and technology studies, and disability studies, this course explores how technologies are reshaping and augmenting life, bodies, and performance. We will investigate how these experimental terrains offer many promises while also posing new scientific, social, and ethical conundrums.

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

L48 Anthro 3102 Topics in Anthropology: Blood Feuds and Battlefields: The Archaeology of Warfare

In this course, we will explore the origins, causes, and consequences of warfare in human societies. Our overall aim will be to gain a broad understanding of the range of variation in which warfare and human societies have influenced one another. The bulk of human history falls outside the scope of written records, making archaeology a critical means of understanding our past. Through an examination of diverse case studies, students will gain an understanding of the various forms of violence and warfare carried out among and between human populations, from small-scale "blood feuds" among foraging and early agricultural societies to the large-scale warfare and territorial expansion undertaken by states and empires. Particular attention will be paid to the role of warfare in social and cultural change. We will also explore common themes in the archaeology of warfare, including sacrifice and ritual violence, gender, and the depiction and commemoration of warfare in art, iconography, and monumental architecture. Finally, we will consider how perceptions of past conflicts affect us in the present day by examining the role that they continue to play in the present. Throughout the course, we will remain respectful and mindful of our ethical responsibilities to descendant communities and of the contemporary context for studying violence in the human past.

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

L48 Anthro 3103 Topics in Anthropology: Global Mental Health

What does global mental health mean for different actors and stakeholders? This course will examine the history, interventions, and critiques of global mental health. We will explore how diagnosis, distress, and treatment are experienced in different cultural and geographic contexts. Moreover, we will consider how biomedical psychiatry complements and conflicts with other forms of healing expertise. We will also consider mental health disparities, and critically reflect on the successes and challenges of global mental health interventions. This course will draw on materials from different disciplines, including anthropology, public health, psychiatry, social work, long form journalism, and guest speakers to examine topics in global mental health, such gender and sexuality, migration and displacement, environmental determinants and climate change, and global crises like COVID-19. Our course materials will draw on research carried out in a variety of locations, including the United States, India, Iran, Italy, Botswana, Brazil, and Thailand.

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

L48 Anthro 3105 Topics in Anthropology: Social Determinants of Health and Migration

The social determinants of health refer to the conditions in which people live and work that shape their health risks and outcomes. This course will examine how categories (e.g., refugee or undocumented immigrant) may predispose individuals to live and work in unstable and harmful environments. Our course will examine the following questions: How do restrictive immigration policies and policing shape access to primary care? How does documentation status intersect with other experiences of marginalization and other forms of social identification, such as gender and race, to produce unique health risks and outcomes? In this course, we will explore how people who migrate -- due to force or of their own volition, and in a documented or undocumented manner -- may encounter obstacles due to differences in language spoken, insurance coverage, and documentation status when seeking out primary and mental health services as well as healthcare for chronic illnesses. We will draw on ethnographic research, public health reports, long-form journalism, podcasts, and documentaries developed in a variety of geographic settings, including the United States, Germany, Israel, Malawi, and Bangladesh.

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

L48 Anthro 310C Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

L48 Anthro 3110 The Anthropology of Magic

Mankind has long attempted to master magic: action(s) intended to invoke and influence suprasensible forces. Many of us still practice magic today, knowingly or unknowingly. Cultural anthropologists and ethnologists provide accounts about the histories of magicians into the present, but ancient material

evidence of magic is also supplied to archaeologists. This course draws from these kinds of sources to appreciate the roles magic plays in past and present cultures. Guided by Anthony Aveni's textbook *Behind the Crystal Ball*, this course highlights how magic inspired innovative concepts and practices, including those that propel modern science today. Using globally diverse case studies, this course provides a conceptual framework for understanding the social roles of magic at different scales and expose magic in political, religious, and scientific contexts. What cultural values are preserved by magical practices? In what ways does magic fulfill societal needs? What legacies does magic leave for our benefit or deficit today? Following a midterm covering essential concepts, students will pursue independent projects that examine the material and ethnohistorical evidence for magic in specific cultural contexts. Fulfilling these requirements, students will learn how to analytically approach "othered" (or exoticized) behaviors as attempts to better understand the social and physical world.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, HUM

L48 Anthro 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

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

L48 Anthro 313 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forró, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and

graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Same as L45 LatAm 313

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

L48 Anthro 3136 The Second Wave of The Pandemic: Science and Society

The COVID-19 pandemic has severely impacted life around the world and particularly in the United States. New information is released daily to a public that is often unable to interpret its meaning or significance. How are individuals, groups, businesses, and/or governments interpreting this information? What impact does it all have on our lives? This course will be an immersion into the many intersecting aspects of life in a pandemic. Early in the course, we will review safety information and some basics about the virus, including information covered in Anthro 3135 *The Pandemic: Science and Society*. Please note that students do not need to take Anthro 3135 to enroll in this course. At the same time, students who did take Anthro 3135 are encouraged to enroll, as we will cover new information and different topics. Students will hear experts in these areas talk to us about how COVID-19 has changed virtually every aspect of life as we know it, how we can mitigate these effects, and what the future looks like. Throughout the course, students will have the opportunity to hone their skills at communicating the information they learn in the class by discussing with each other and sharing with the public.

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

L48 Anthro 3148 Caring for Country: Hunter-Gatherer Ecologies

What makes humans special? Is it our use of tools? Language? Culture? Humanity has been defined on the basis of its uniquely well-developed capacities for using technology, language, and culturally encoded knowledge and belief systems. In this course, we will explore a new hypothesis of human exceptionalism: a fundamental tendency to cultivate our lands. Our genius for reshaping ecosystems and incorporating other species into our societies is intimately linked to our technological and communicative skills. We have used these skills to migrate into and reshape every Earthly environment. We have been taught that the beginning of agriculture was the greatest turning point in human history because before this revolution, hunter-gatherers were unable to build cities or spend their time creating technology and art. Some argue that the timing of this revolution - early in some places, late in others - has shaped the current distribution of power and resources. Others have retorted that agriculture was actually bad for humankind -- that farmers work harder and are less healthy than hunter-gatherers. Well over a century of ink has been spilled on the differences between these two groups, and the significance of the transition from one state to the other. But what if hunter-gatherers are a myth? What if European colonists invented them as a moral justification to seize new lands? We will explore the ethnographies, oral and written histories, and archaeologies, of so-called hunter-gatherers around the world, learning about the ways they shaped and tended their homelands using ecological knowledge systems. In this era of human induced environmental change -

from global warming, to mass extinction, to genetic engineering - it is critically important that we throw away 19th century myths and look to our species' true ecological history for the wisdom that will help us meet these challenges.

Credit 3 units. A&S IQ: SSC

L48 Anthro 3149 The Agrarian Ape

What makes humans special? Is it our use of tools, language, or culture? Humanity has been defined on the basis of its uniquely well-developed capacities for using technology, language, and culturally encoded knowledge and belief systems. In this course, we will explore a new hypothesis of human exceptionalism: that we are fundamentally agrarian apes. Our genius for reshaping ecosystems and incorporating other species into our societies is intimately linked to our technological and communicative skills. We have used these skills to migrate into and reshape every Earthly environment. We have been taught that the beginning of agriculture was the greatest turning point in human history because, before this revolution, hunter-gatherers were unable to build cities or spend their time creating technology and art. Some argue that the timing of this revolution -- early in some places, late in others -- has shaped the current distribution of power and resources. Others have retorted that agriculture was actually bad for humankind and that farmers work harder and are less healthy than hunter-gatherers. Well over a century of ink has been spilled on the differences between these two groups and on the significance of the transition from one state to the other. But what if hunter-gatherers are a myth? What if European colonists invented them as a moral justification to seize new lands? We will explore the ethnographies, oral and written histories, and archaeologies of so-called hunter-gatherers around the world, learning about the ways they shaped and tended their homelands using ecological knowledge systems. We will look as far back into the past as we can for traces of the agrarian ape. In this era of human-induced environmental change -- from global warming, to mass extinction, to genetic engineering -- it is critically important that we throw away 19th-century myths and look to our species' true ecological history for the wisdom that will help us meet these challenges.

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

L48 Anthro 314B Before Columbus: Indigenous Histories of North America before 1492

An archaeological perspective on the deep histories of indigenous peoples in North America. From the initial colonization of the continent 13,000 years ago to European contact in the 16th century, we illuminate the ancestral peoples and places of contemporary indigenous tribes and nations.

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

L48 Anthro 3150 Securing Food: (Pre)Historic Perspectives, Present Challenges, and the Future of Human Subsistence

For the first time in decades, the number of people suffering from hunger worldwide is on the rise. In 2017, the Food and Agriculture Organization of the United Nations warned that mounting pressures on natural resources and climate change have put global food security in jeopardy, calling for necessary "transformative change in agriculture and food systems." Securing access to food resources has always been critical to the survival of our species. From hunting and gathering to the factory farm, past and present human societies have employed a diverse spectrum of strategies to keep themselves

fed. Some have provided sustenance for millennia, proving their resilience and adapting to climatic and social challenges. Others have emerged more recently, rapidly transforming and interconnecting food systems in unprecedented ways. However, all are the result of long-term and deep-time trajectories shaped by environmental, economic, social, cultural, and political opportunities and needs. Today, we face the legacy of these trajectories in our present struggle to attain and maintain food security for our species. How might an understanding of this legacy and of the context, origins, and effects of food systems in our deep and more recent past inform our understanding and action in the present?

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

L48 Anthro 3151 Evolution of the Human Diet

Many researchers and health enthusiasts believe that the abandonment of our "Paleolithic" diet and lifestyle with the onset of agriculture some 10,000 years ago has led to a rapid decline in health and perpetuated countless "diseases of civilization." While diet fads come and go, it seems this new enthusiasm for "Paleo diets" is here to stay. But what is a "Paleo diet" anyway? Through a comparative evolutionary and anthropological approach we will examine the diets of extinct hominins, our extant primate relatives, ethnohistoric and contemporary foraging peoples, and even our own dietary habits. We will strive to answer key questions about diets in prehistory and their implications for living people today: How do we know what our ancestors ate? How have dietary hypotheses been used to explain processes in human evolution? How bad is agriculture for global health? What role did certain foods play in shaping our modern physiology? Are we maladapted to our contemporary diets? What does it mean to eat "Paleo"? A mix of discussion and lecture will encourage students to develop their own interests in human evolutionary nutrition.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

L48 Anthro 3152 Archaeology of Ancient Egypt

This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt — one of the most intriguing cultures in human history.

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

L48 Anthro 3156 Topics in Chinese Social Development at Fudan

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

L48 Anthro 3158 South Asian Religious Traditions

In this course, we will learn the basic vocabulary -- conceptual, ritual, and visual -- needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves: in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students

will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First-year students are welcome to enroll in this course.

Same as L23 Re St 312

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

L48 Anthro 3163 Archaeology of China: Food and People

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why the Chinese ways of living and eating are different from those in the West? How production and consumption in China were shaped by food globalization in prehistory?

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

L48 Anthro 318 Gender, Sexuality, and Power in Brazil

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Same as L45 LatAm 318

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM
BU: BA, IS

L48 Anthro 3180 Domestication: The Evolution of Our Multispecies Family

This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to 'the industrial microbiome,' this course will ask how other species

have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication.

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

L48 Anthro 3181 Humans and Animals

This course uses anthropological and evolutionary data to tell the story of how changing human-animal relations influenced humans over the long term. In this course we explore the history of western conceptual divisions between humans and animals, which contrast with more fluid boundaries in other regions. Subsequent lectures focus on hunting and symbolic relations with wild animals through time, relying on ancient animal bones, ancient art and texts. Current and future human-animal relationships will also be discussed. The goal of this course is to provide an overview of ways that animals have influenced human life in the 21st century. Changing environments and animal behavior form the backdrop to cultural discussions.

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

L48 Anthro 3182 Ancient Africa: Social Mosaics and Environmental Challenges

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 million years ago to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socioeconomic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe and Jenne Jenne. Course format is lecture and discussion. There are two mid-terms and students are expected to participate in interactive stone tool use, rock art creation and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.

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

L48 Anthro 319 The Body in Brazil: Race, Representation, Ontologies

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses

of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested. Same as L45 LatAm 319
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L48 Anthro 3201 Gender, Culture, and Madness

This course will explore the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we will take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency.

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

L48 Anthro 3202 Anthropological Perspectives on Women's Health

The principle goal of this course is to explore the health issues/risks women face around the world. In order to achieve this goal, we will take a life cycle approach beginning with the birth of female babies through adolescence, adulthood, and finally through the aging process. Our perspective will be biocultural, defined as the synergistic interaction between biology and culture. By comparing a diversity of health experiences across cultures, we can carefully examine the ways in which culture constructs perceptions of health and effective delivery of health care. Students will finish the term with a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to make more informed decisions about their own health choices. Prerequisite: Anthro 160 or permission of instructor.

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

L48 Anthro 3206 Global Gender Issues

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices and performances serve as structuring principles in society.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L48 Anthro 3215 Food, Culture, and Power

What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical attention than those that we do regularly, without much critical thought, and most of us eat at least two or three times a day. In this class we explore how this food came to be here, why we like it, and what that says about us. This class is reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students' choosing.

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

L48 Anthro 3255 Urban Anthropology

This course examines the many ways that people around the world make urban life meaningful. We will focus on the intersections among anthropology, urban studies, social theory and human geography to explore the theoretical, social, and methodological approaches to understanding the culture(s) created in cities. Drawing on ethnographic case studies from cities around the world, we will explore issues pertaining to race and ethnicity, gender, youth, poverty, diversity and "super-diversity," gentrification, urbanization, and illusions and realities of modernity.

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

L48 Anthro 3261 Inequality, Hierarchy and Difference

This course examines systems of inequality in a variety of world regions and includes analysis of their causes and effects. Economic class, gender, ethnicity and race are among the types of social stratification discussed. Topics might include environmental racism, occupational segregation, political movements, and debates over the differential impact of new technologies such as biotechnology and reproductive technologies on minority populations.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Art: SSC BU: ETH, IS EN: S

L48 Anthro 3263 Bioprospecting

What do the opium poppy, the white willow tree, the spoiled sweet clover, the Madagascar periwinkle, and the fungus *Penicillium* have in common? Each of these species contains biochemicals that have been tapped to "advance" medicine. Biodiversity prospecting ("bioprospecting") is often understood as the systematic search for biochemical and genetic information in nature in order to develop commercially valuable products for pharmaceutical, agricultural, cosmetic, and other applications. Contemporary medical innovation depends on bioprospecting to remain "cutting edge," but what are the human and ecological costs of this rapidly changing industry? This course explores the social, political, and environmental impacts and ethical implications of the global search for new biological resources. We will study the role of indigenous knowledge, the problem of biopiracy, the politics of intellectual rights, and patenting culture in our quest to understand what is at stake in the regulation, reform, and growth of this problematic indicator of public health, biotechnology, and historical and "modern" medicine in the global economy.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

L48 Anthro 3264 Anthropological Perspectives on Complementary and Alternative Medicine

Complementary and alternative medicine (CAM) refers to health and healing practices that fall outside the realm of conventional Western medicine. CAM encompasses a wide range of modalities including homeopathy, traditional Chinese medicine, Ayurveda, energy healing, and more. Many of these practices are not clearly compatible with biomedical explanatory models for health and sickness; they are often viewed with skepticism by mainstream medical practitioners. Though the popular media often depicts many CAM practices components of a "wellness culture" that is associated with the wealthy and privileged, many CAM practitioners do not fit this stereotype and primarily work with the poor, people of color, and other minoritized groups. In this class, we will focus on CAM in the Global North with a primary focus on the United States. We will critically assess characterizations of CAM as pseudoscience and explore the epistemological, ethical, and legal tensions between mainstream and non-mainstream medical practices. We will pay particular attention to how these tensions intersect with race, class, and gender. The aim of this class is not to make a value judgement about the validity of CAM, but rather to understand the perspective of those who use CAM in a context that emphasizes Western biomedicine.

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

L48 Anthro 3265 Social Determinants of Health and Migration

The social determinants of health refer to the conditions where people live and work that shape health risks and outcomes. This class will examine how categories, such as refugee or undocumented immigrant, may predispose individuals to live and work in unstable and harmful environments. Our course will examine the following questions: How do restrictive immigration policies and policing shape access to primary care? How does documentation status intersect with other experiences of marginalization and other forms of social identification, such as gender and race, to produce unique health risks and outcomes? In this course, we will explore how people who migrate-due to force or of their own volition, and in a documented or undocumented manner-may encounter obstacles due to differences in language spoken, insurance coverage, and documentation status, when seeking out primary and mental health services, as well as healthcare for chronic illnesses. We will draw on ethnographic research, public health reports, long form journalism, podcasts, and documentaries developed in a variety of geographic settings, including the United States, Germany, Israel, Malawi, and Bangladesh.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, ETH

L48 Anthro 327 Humans and Others in Latin America. Natures, Cultures, Environments

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction,

documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor. Same as L45 LatAm 327

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

L48 Anthro 3271 Becoming Human: Archaeology of Human Origins

Humanity, before the advent of agriculture and cities, evolved a series of behaviors that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. These behaviors included hunting, control of fire, shelters and clothing, elaborate tools of diverse materials, burials, jewelry and representational art. These characteristics emerged over more than 2 million years of the Pleistocene across several species of humans, to coalesce into what we would recognize as modern human foragers 30,000 years ago. This course traces that emergence of what it means to be human, through the Paleolithic archeological record in its context of past environments and past human forms.

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

L48 Anthro 3280 Anthropology of Infectious Diseases

This course explores the evolving relationship between humans and non-human microbiota. Beginning with the modern era, we will study infectious diseases and the critical contexts (e.g., ecological, political, social, cultural) in which they occur. Case studies will include antibiotic-resistant "superbugs," H1N1 influenza, SARS coronavirus, HIV/AIDS, and global cholera epidemics. Through the study of global infectious disease outbreaks and threats, we will address larger anthropological questions about knowledge, the power of metaphor, the role of institutions, and the health of populations.

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

L48 Anthro 3283 Introduction to Global Health

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a

systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

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

L48 Anthro 3284 Public Health Research and Practice

In-depth exploration of current theory and methods involved in public health research and practical applications. Emphasis on fundamentals of epidemiology, which forms the scientific rationale for public health assessment, assurance and policy development. Survey of current public health practice and research areas including biological foundations of public health, social and behavioral interventions, maternal-child health and environmental health. Relationships among public health, medicine, nursing, social work and related disciplines.

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

L48 Anthro 3293 Religion and Society

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3295 Secular and Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L48 Anthro 330 Experimental Archaeology

Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate. The class will be working with the most tangible materials recovered from archaeological contexts, that is stone and pottery. After reviewing the history of experimentation in archaeological investigations we will turn to the material record. This will be followed in our initial weeks of setting up the experiments and how they will be used to compare with available data sets derived from archaeological contexts. As part of the class we will take several field trips to areas where materials exist in a natural setting. Each class member will select a specific material for the focus of their experiments. In the end students will produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3304 Bones to Behavior: Undergraduate Research in the Lab and at the Zoo

We undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the Saint Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey — the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we meet once a week for 2.5 hours in the zooarchaeology laboratory. In the second half of the semester, we no longer meet in the lab, and each student spends two mornings of their choice per week at the Saint Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays and Sundays are included as choices of days. Permission of instructor is required.

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

L48 Anthro 3305 Bones to Behavior II

In this class, students undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and, in collaboration with the Saint Louis Zoo, participate in behavioral studies of the ancestor of the donkey — the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 2,000 to 12,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester, students meet once a week for 2.5 hours in the zooarchaeological laboratory. In the second half of the semester, we meet twice a week in the laboratory or at the zoo. Location depends on projects selected for study. Permission of instructor is required. May be repeated for credit.

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

L48 Anthro 3309 Anthropological Perspectives on Care

This course aims to provide an introductory survey of topics and approaches to the anthropology of care. It does so by drawing on a range of ethnographic, theoretical, and cross-disciplinary materials. This will allow us to think through and engage with care in its myriad forms, its presence and absence, its bureaucratization and management, its relation to kinship, relatedness, labor and government. In the first part of the course, we will explore theories of care as moral practice with a feminist lens. In the second part, we will engage this lens with ethnographic materials about care in diverse settings that also shed light on the political, economic, and lived realities of care. These ethnographic and sociological works include explorations of the circulation of care in moral economies and its monetization as paid labor, the politics and "antipolitics" of health care in institutional settings, and the role of care in kinship, household formations, and life course regimes across cultures.

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

L48 Anthro 3310 Health, Healing and Ethics: Introduction to Medical Anthropology

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3312 Topics in Islam: Modern Islam

This course presents selected themes in the study of Islam and Islamic culture in social, historical, and political contexts. The specific area of emphasis will be determined by the instructor. Note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

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

L48 Anthro 3313 Women and Islam

This course is an anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe, and the United States. Students will examine ethnographic, historical, and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

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

L48 Anthro 3322 Brave New Crops

This course introduces students to the major issues surrounding the development and use in genetically modified (GM) crops. Its focus is international, but with particular focus on the developing world. A variety of experts, available locally or through the internet, will contribute perspectives. The course also includes field trips.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

L48 Anthro 333 Culture and Health

This course explores culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA

L48 Anthro 3331 Anthropology of Clothing and Fashion

This course takes clothing as a starting point for examining broad themes in anthropology, including gender and sexuality, race and the body, history and colonialism. We look at the ritual significance of clothing and other practices of bodily adornment in traditional societies and the role of style in constituting contemporary social movements and identity categories. We investigate the globalization of the apparel industry, from production and circulation to marketing and branding, in

order to understand the relationship between citizenship and consumption, labor and power in the global economy. The course encourages students to reflect on their relationship to the wider society and economy as producers and consumers of material culture through the lens of clothing and fashion.

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

L48 Anthro 333B Anthropology of Design: Artifacts, Expertise, and Insurgency

In this course we will explore the deep-seated politics and cultures of design. We will examine a number of case studies from hydraulic engineering in South Africa, gambling programs in Las Vegas, to DIY punk style in Indonesia. In the process we will explore the ways that design offers insight into other domains of social life such as addiction, inequality, statecraft, and urban citizenship.

Credit 3 units. A&S IQ: SSC Arch: GAMUD, GAUI, SSC Art: CPSC, SSC BU: BA, IS EN: S

L48 Anthro 335 Culture & Identity: American Environments: Exploring Cultural and Natural Landscapes

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.

Same as L98 AMCS 330C

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

L48 Anthro 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

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

L48 Anthro 3354 Ancient Mesoamerica

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

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

L48 Anthro 336B Culture and Identity

Culture and diversity; cultural relativism and its contradictions; custom and habits; the construction and maintenance of norms; communication, symbol, sign and intersubjectivity; symbolic interaction; rhetoric and the definition of social situations; societal means of fabricating distinctions (e.g., race, tribe, ethnic group, nationality, sect group).

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

L48 Anthro 3373 Law and Culture

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements and everyday life. We approach law as a system of rules, obligations and procedures, but also a cultural practice, moral regime and disciplinary technique. How are relationships between legal, political and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

L48 Anthro 3383 Cognition and Culture

This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire and, therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisites: Psych 100B, Anthro 160B or permission of instructor.

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

L48 Anthro 3386 Language, Culture and Society

Although this is an introductory course, students who have taken Linguistics 170D Introduction to Linguistics benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which introduces a combination of qualitative and quantitative linguistic research methods.

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

L48 Anthro 3391 Economies as Cultural Systems

Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance; and Marxist sociology.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH
EN: S

L48 Anthro 341 Health and Wellness in the Community: A Service Learning Seminar

This 4-credit course is designed to be an interactive course whereby students will volunteer with a local/community-based health or health-affiliated organization under the supervision of an anthropology faculty member and explore the anthropological theories and methods of analyzing applied service and research. Students will be expected to be in class with the instructor twice a week for 1.5 hours each time *and* volunteer a minimum of 4-5 hours each week at an approved social service organization, which must be confirmed during first two weeks of the semester. In-class readings and assignments will be topical and relevant to current events, local issues, and the relationships among community and health. Students must have taken L48 141 *and* L48 142.

Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN:
S

L48 Anthro 3414 Topics in Social Research at Fudan

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

L48 Anthro 342 Advanced Seminar in Medicine and Society: Patients, Politics and Policy

This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics. We will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro 141 and Anthro 142.

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

L48 Anthro 3461 Native Americans at Westward Expansion

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern

chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

**L48 Anthro 3462 Contested Histories and Landscapes:
Western and Indigenous Perceptions of Time and Place**

How we conceive of time and place influences the stories we tell about the past, how we form identities in the present, and how we plan for the future in the face of environmental threats like global climate change. The archaeological study of North American Indigenous history has been dominated by Western philosophical thought that takes for granted a particular view of the world, and of being, espoused by the likes of Socrates, Hobbes, Descartes, and Rousseau. Indigenous scholars have critiqued these biases and asked that we recognize ways of perceiving the world that are often fundamentally different than the Euro-American frame of reference. Using archaeological case studies in addition to reading Native American philosophers and intellectuals, we will explore how different ways of understanding the world, and your place in it, influence how we explain the past. We will also consider how these differences play out today regarding issues such as environmental justice, land treaties, tribal sovereignty, and climate change.

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

L48 Anthro 3472 Global Energy and the American Dream

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially minded inquiry contribute to understanding the past and future of global energy and the American dream?

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

L48 Anthro 3476 Archaeologies of Graffiti from Antiquity to the Present

The modern story of graffiti — revolving around social, economic, and political contexts such as bathroom stalls, subways and alleys steeped with urine and trash, decrepit buildings and train cars situated in less reputable areas of cities and towns — lead people to associate it with antisocial behaviors, dissent, and the vandalism of public and private property. However, some people consider graffiti as a legitimate form of art, communication, and a somewhat anonymous expression of current social climates. The disparity between these two perspectives has provided a great deal to study for social scientists. However, a consideration of graffiti's simple definition — words or drawings etched or painted on some surface in a public place — lead us to recognize that feats of graffiti originate way before the inner-city movements of the 1970s. In this class we will draw upon a range of studies from

archaeology, anthropology, sociology, art, and history to broadly explore the creation and meaning of graffiti from antiquity to the present. Our goal is to learn how to examine the form, function, and context of graffiti across cultures and through time, with regard to the circumstances of its creation. In doing so, we aspire to better understand what lies behind the human urge to leave a mark. Prerequisite: Introduction to Archaeology.

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

L48 Anthro 347B Ancient Mound Builders of the Mississippi Valley

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L48 Anthro 3481 Writing (Material) Culture

How do we use things to tell stories? How do the things we use shape who we are? The field of material culture studies approaches these questions by examining the role of objects in social life: their importance as material representations of culture and also as agents in its production and reproduction. In this course, we will explore ways to write about material culture, asking how those of us interested in culture (whether as anthropologists, educators, designers, journalists, curators or poets) can most effectively represent and analyze the social role of things through writing. Throughout the semester, students will read different genres of thing-based storytelling: social theory, fiction, archaeological site reports, ethnographies, museum catalogs, and long-form journalism. We will discuss how the authors of these works use things to describe and analyze the relationship between materials and ideas, reality and metaphor, positivism and multivocality, spatiality and temporality, and the politics of curation, commodity chains, ownership, and heritage. Each student will write short pieces in different genres and review the work of peers, and this will culminate in a final portfolio demonstrating the student's ability to practice and assess effective writing about material culture.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3521 Anthropology of Human Rights

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.

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

L48 Anthro 3541 Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and

the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.
Same as L75 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC
BU: IS EN: S UColl: CD

L48 Anthro 3542 Anthropology of Change: Practicing Applied and Public Anthropology

In this course, students will learn how to use anthropology and ethnographic methods as tools for provoking change. The legitimacy of this "fifth-field" of anthropology has been in contention amongst anthropologists throughout generations. But in the contemporary era of neoliberalism and big-data, social scientists are increasingly examining their ethical duty to their informants — specifically, concerns about maintaining neutrality versus leveraging ethnographic data to improve lives or to make a profit. We will begin with the history of this ethical debate and move into contemporary issues in anthropology for social change and in business anthropology. Topics will include multidisciplinary teamwork, practitioner capacity building, community action programming, policy development and ethical design. This course is designed for upper-level anthropology students but will be particularly useful for those considering combining anthropology as a double-major or minor in a range of applied fields (business, engineering, social work, law, health and medicine). It will prepare students for the practical use of anthropology in consulting firms, research institutes, corporations, NGOs, and federal, state, and local government agencies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: ETH EN: S

L48 Anthro 3582 Anthropology of the Human Face

A survey of the human face, including both an evolutionary perspective on why our faces changed to look the way they do today and a theoretical perspective on how we create and maintain self-image through body modification. Comparative and cross-cultural approaches are used to understand modern human craniofacial and cultural diversity. The course includes discussions of how perceptions of biological variation inform social interactions and of how sociocultural norms pattern body modification, both presently and historically. Most importantly, students learn how information obtained with archaeological, sociocultural, and biological methods is integrated to address anthropological questions.

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

L48 Anthro 360 Placemaking St. Louis

Where is home? How do you know where you're from? Our points of origin (cultural, linguistic, geographic) often shape our life trajectories by telling us who we are and where we belong. The embodied ways we move through the world and our experiential relationships to particular places (in both the built and natural environments) also influence our sense of shared history and community. At the same time, the asymmetrical acceleration of travel and communication technologies has produced a globalized world that invites us to redefine the

scale and scope of our neighborhoods. With the potential to be everywhere and nowhere at the same time, how do we maintain a sense of place? Anthropologists ask how and why certain places come to hold strong and lasting meaning to people. Together, we will study localization and placemaking practices through close ethnographic readings and with site visits to marked places, non-places, and contested spaces throughout the St. Louis area. This course explores the creativity and politics of place to ask, anew, what it means to be human in the early 21st century.

Credit 3 units. A&S IQ: SSC Arch: HUM Art: CPSC, HUM BU: BA

L48 Anthro 3602 Environmental Inequality: Toxicity, Health, and Justice

How are the problems of environmental stress, pollution, and degradation unevenly borne? Adopting cross-cultural, biosocial, intersectional, and posthumanist approaches, this course explores how exposures to environmental toxicities and dangers result in and exacerbate health harms, social disparities, and structural violences. A range of historical and contemporary case studies will include plagues, weather, fire, water, waste, minerals, air, etc. Students will not only gain an understanding of these problems and burdens, but also explore the transformative potential in intertwining environmental justice, critical global health, and social justice movements to seek solutions to these vital issues.

Credit 3 units. A&S IQ: SSC BU: BA, ETH, IS

L48 Anthro 3608 Caribbean Island Vulnerabilities: Puerto Rico

Tropical and subtropical islands have long been imagined as a tourist's paradise, replete with the pleasures of sun, surf, sand, and sex. At the same time, long histories of colonization, exploitation, resource extraction, and slavery have produced a very different reality for many residents of islands located in and around the Caribbean Sea. More recently, communities in the Caribbean region have been subject to extreme weather events that bring the current politics of climate change into conversation with centuries-old problems related to economic isolation, infrastructure, human poverty, and ecological vulnerability. This course explores the nature of island disasters, both sudden and slow, by examining ethnographically the global histories that today inform "Caribbeanness" and the politics of everyday island life. We will further analyze the impact of media coverage on North American understandings of the Caribbean through a close examination of Puerto Rico.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS

L48 Anthro 361 Culture and Environment

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3612 Population and Society

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts and methods of population studies, followed by a survey of human population trends through history. The course then

investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population aging, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political and economic factors.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 3613 Follow the Thing: Global Commodities & Environment

Who picked your strawberries? Is your produce still "local" if the hands that harvested it traveled thousands of miles to do the job? This course re-examines the root causes of the global and local environmental problems we read about every day, with an emphasis on historical and contemporary drivers of human migration. Topics include the production and consumption of "natural" resources, the politics of migration and agriculture, and the cross-border commodification of human labor and the environment. Anthropology is historically associated with the study of "remote" societies and "exotic" places often imagined as having little everyday connection with the rest of the world. This course will challenge students to reconsider the meanings of "global" and "local" by introducing new social scientific approaches to studying the key problems that have connected (and disconnected) diverse human populations throughout the late 20th and early 21st centuries: growing disparities in material wealth, natural resource depletion, energy overconsumption, inequitable access to care, and beyond.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

L48 Anthro 3615 Environmental Anthropology

This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L48 Anthro 3616 Ecofeminism: Environmental Social Movements and Anthropology

This course provides a survey of environmental social movements around the world and over time, in the process challenging commonly held perceptions about environmentalism and environmental movements. Specifically, it demonstrates that environmental social movements are often as much or more about people, identity and human rights than they are about protecting the environment. In addition to juxtaposing dominant traditions of American environmentalism with environmental movements in other parts of the world, the course focuses in on new and emerging social movements that are often transnational in scope but local in scale. These new movements offer holistic reinterpretations of human-environment relationships, identities and political and economic organization in their attempts to transcend socio-environmental inequalities. Throughout, the

course draws on social scientists' (especially anthropologists') descriptive interpretations and critical theoretical analyses of various environmental social movements and the differences that constitute them.

Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC, SSC BU: BA EN: S

L48 Anthro 3617 Past and Present Cultural Environments

Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence, and limitations. Beyond subsistence, environment and the "natural world" play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals, and the environment; and environmental politics.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 3618 Urban Ecological Anthropology

Anthropology's long history of studying human-environment interactions makes it well-suited to examine the complexities of urban environmental issues. Through ethnographies and other readings, this class introduces students to the ways social structures, power and knowledge contour people's experiences and understandings of nature in an urban environment. Of particular interest are environmental justice issues involving pollution and disasters; the creation of community gardens and other public space; cars and bicycles; and conservation or commercial uses of natural resources nestled in or on the edge of cities. Class discussion includes environmental issues in the St. Louis metropolitan area. No background in anthropology or environmental studies is required.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L48 Anthro 3619 Dimensions of Waste

Waste is not apolitical. Its conception, creation and management are deeply cultural practices. Students will learn how local stories integrate to larger, cutting-edge research on waste, gleaned from direct, in-person contact with leading waste scholars. Students will have direct contact with renowned experts visiting for the 2017-2018 Mellon Foundation Sawyer Seminar on Wastelands. Course content will draw from core texts in environmental anthropology and ecocritical theory. We will learn to analyze contemporary perspectives on waste by reading scholarly and activist "texts" (publications, author visits, blog posts, etc.) as not only disseminators of facts, but also as cultural artifacts of specific epistemologies of waste. Students' final project will be to produce a mini-documentary or podcast using their own original fieldwork interviews to demonstrate the flows of waste in the local St. Louis community.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L48 Anthro 362 The Biological Basis of Human Behavior

Infidelity, marriage customs, inner-city violence, infanticide, intelligence. Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Credit 3 units. A&S IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

L48 Anthro 3620 Anthropological Perspectives on the Fetus

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course integrates biological, medical, philosophical and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course examines basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA
EN: S

L48 Anthro 3621 Anthropology of Human Birth

This course examines the interaction between human biology and culture in relation to childbirth. Emphasis is placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course draws on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine and contemporary bioethics.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH
EN: S

L48 Anthro 3625 The Female Life Cycle in Cross-Cultural Perspective

This course will examine the biology of the female reproductive cycle — menarche, menstruation, and menopause — and its cultural interpretation around the world. Topics covered will include the embryology of human sexual differentiation, the biology of the menstrual cycle and how it influences or is influenced by various disease states, contraception, infertility, cultural taboos and beliefs about menstruation and menopause, etc. The course will utilize materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and will examine the interplay between female reproductive biology and culture around the world.

Credit 3 units. A&S IQ: LCD, NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3626 Adventures in Nosology: The Nature and Meaning of Disease

What is a "disease" and how do you diagnose one? What are "medicines" and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course considers the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African

medical system as a baseline for comparison, the course then explores the nature of "nosology" (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course draws on ethnography, the history of medicine, bioethics and human biology to understand how these questions are asked and answered in different societies, times and places.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI
EN: S

L48 Anthro 3628 The Anthropology of Health Disparities

This course approaches the subjects of race, ethnicity, gender, sexuality and class-related health disparity epidemiologically and anthropologically. Students in this course explore these cultural categories both as factors that contribute to systematic differences in health status and outcomes and as dynamic frameworks through which those systematic differences can be examined and understood. The grounding assumptions of this course are 1) that race, ethnicity, gender, sexuality and class are cultural constructs employed by humans in an effort to account for observed physical, dispositional and behavioral group-level diversity; 2) that disparity, and particularly health disparity, is meaningfully associated with diversity but is not caused by it; and 3) that because humans are the product of two dynamic, complex systems (biology and culture), health disparities are most usefully engaged as conditions of process and interconnectedness.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 365 Human Growth and Development

This course focuses on the life-history of humans from birth to death. Through a series of lectures we consider how humans grow and change both biologically and psychologically over the course of our lives. Topics include: human growth curves, sex-differences, adolescence and puberty, nutrition, environment, growth disorders, death, and the evolution of human growth.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 3656 Behavioral Ecology of the Great Apes

This course introduces undergraduate students to the behavioral ecology of great apes. Lectures and readings provide an overview of the distribution, feeding ecology, social system and behavior of African and Asian apes. The main objective of this class is to examine variation in behavioral ecology with and between ape species. The comparative content within each lecture gradually increases throughout the course, and students are asked to synthesize this material in their final exam. Readings mainly consist of book chapter assignments from three recent texts on the ecology, behavior and geographic variation observed in great apes.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 3660 Primate Ecology, Biology, and Behavior

This course will provide a comprehensive overview of the order Primates by investigating behavioral adaptations, life history characteristics, physiology, ecology, geographic distribution, social structure, taxonomy, and evolution. The course will cover all of the primate groups: apes, monkeys, tarsiers, and strepsirrhines (e.g., lemurs). The importance of primate ecology, biology, and behavior to the discipline of anthropology -- particularly how social and environmental factors may have shaped human evolution -- will be discussed. This course will take an evolutionary approach and include the discussion of natural selection and other forces of evolution.

Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3661 Primate Biology

This course takes a multifaceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L48 Anthro 3662 Primate Conservation Biology

This class focuses on the ecological diversity of primates and how these and other traits are related to their present day abundance and distribution. In addition, the biological, abiotic and anthropogenic factors related to extinction risk are examined. It also reviews the endangered species of primates; case histories of conservation programs; and management practices in Asia, Africa, South America and Madagascar.

Prerequisite: Anthro 150 or Biol 2970, or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3665 Observing Animal Behavior at the Saint Louis Zoo

This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students are trained in the design of research projects and the analysis and interpretation of behavioral data. Students learn how different methods are used to answer specific questions in animal behavior research. Research is conducted at the Saint Louis Zoo.

Credit 3 units. Art: NSM

L48 Anthro 3666 Comparative Primate Socioecology

This course focuses on the interface between the behavior and ecology of nonhuman primates and its applications to primate conservation. We examine how the basic principles of animal ecology can help us understand primate behavior. We look at a wide range of primates from a comparative perspective as we explore primate habitats, diets, life histories and communities, social relationships, and much more. Because most primate species are threatened, endangered or even facing extinction, we also focus on how various aspects of ecology are used in the conservation of primates. We draw heavily on field studies and particular research projects of primates and emphasize their behavior in natural environmental and social settings. The objectives of the course are: 1) to gain an understanding of principles of animal behavior by using primates as a model, 2) to understand variation in behavior and how ecology influences this variation in living primates, 3) to use the comparative approach to better understand why primate societies differ, and 4) to understand how we address and answer questions about primate behavior through field research

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 367 Paleoanthropology

The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis is on the human fossil record and its interpretation in functional and behavioral terms. This is placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthro 150 or equivalent.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3692 Blood Feuds and Battlefields: The Archaeology of Warfare and Conflict

In this course we will explore the origins, causes and consequences of warfare in human societies. Our overall aim will be to gain a broad understanding of the range of variation in which warfare and human societies have influenced one another. The bulk of human history falls outside the scope of written records making archaeology a critical means of understanding our past. Through an examination of diverse case studies students will gain an understanding of the various forms of violence and warfare carried out among and between human populations-from small-scale "blood feuds" among foraging and early agricultural societies to the large-scale warfare and territorial expansion undertaken by states and empires. Particular attention will be paid to the role of warfare in social and cultural change. We will also explore common themes in the archaeology of warfare including sacrifice and ritual violence, gender, and the depiction and commemoration of warfare in art, iconography and monumental architecture. Finally, we will consider how perceptions of past conflicts affect us in the present-day by examining the role that they continue to play in the present. Throughout the course we will remain respectful and mindful of our ethical responsibilities to descendant communities and the contemporary context for studying violence in the human past.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 3693 Anthropology of Death, Mourning and Burial

This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies are used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices also is conceptualized based on religion and secularity, social organization and biological approaches (eg. paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide also are addressed. This course helps train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 372 Geoarchaeology

Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation, the sedimentary context of archaeological remains, soils and sediments relevant to

archaeology, the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 373 Introduction to GIS for Anthropologists

The use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeological surveys and ethnographic research as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS but also with the methodologies and tools used to collect and analyze spatial data. Students will gain expertise engaging with data situated across a number of spatial scales, from households, communities, and cities to landscapes, nation-states, and global phenomena.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others), and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon, and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world, and trace the global currents of your social landscape.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S UColl: CD

L48 Anthro 376 Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We use a bottom-up approach to understand the process of globalization, and why it is not only

a phenomenon of the modern world. This course covers a large geographic and temporal span, but it is not about memorizing lists of dates and places or putting dots on a map — it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course covers four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 3773 Culture and Society in East Asia

This course presents an overview of cultures and contemporary social/political changes in East Asia. In Western society, East Asia often has been viewed as a place of enduring cultural identities, but it also has been a region of one of the world's most dynamic and rapid transformations. In this course, we examine both the continuity and change of cultural and social patterns in this region. Students compare anthropological and ethnographic studies of the Peoples' Republic of China, Taiwan, South Korea and Japan, supplemented by selected research from sociology, history and political science. The course focuses on specific areas of cultural and social change in each society, including kinship and family; gender; ethnicity; economic and political development; and health and social policy.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 3775 Ancient Eurasia and the New Silk Roads

This course explores the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" and "empires" and, instead, shaped a wholly different social order over the past 5,000 years or more. This class provides a well-rounded experience of the geography, social organization and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial questions that interest you, your mentor, or your

employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Same as L82 EnSt 380

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 3832 Music and Healing

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, post/colonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Same as L27 Music 3031

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM BU: BA EN: H

L48 Anthro 3833 Performance and Healing: The Politics of Health Representation

The purpose of this course is to bridge the disciplines of medical anthropology, global public health, and medical humanities through deep consideration of how variegated knowledge about health, healing and illness is produced and performed in a variety of public forums. Students explore the ways in which knowledge is produced about particular global health topics through representation in text, image, sound, film/television, and live performance art. Using interdisciplinary theory and methods, this course answers the following questions: Why are these representation modalities important, and how do we analyze them in practice? Drawing on the fields of medical anthropology, media studies, global public health, and performance studies, this course elucidates the relationships between knowledge production, representation, discourse, health and power through three case studies. Case study topics include: HIV/AIDS, Heroin Injection Use, and Domestic and Sexual Violence. Although the course provides an interdisciplinary perspective for understanding and analyzing different ways of representing illness and healing, it is also deeply grounded within the political-economy of health framework of critical medical anthropology. The following topics are central to our analyses in this class: gender, sexuality, the body, class, ethnicity and language.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 3851 History and Theory of Anthropology

This course examines the history of anthropology and the major theoretical frameworks of the field to the present. Key theorists discussed in this class include Geertz, Foucault, Marx, Mead and Weber, as well as the deep roots of anthropology in strands of philosophy and social thought running back centuries. Ethnographic case studies from around the world are read in order to keep the theories palpable and grounded. Key themes discussed in the class include the concept of culture, how and why societies change and evolve, ways that meanings and identities are made, the role of history in the present, diverse forms of power and experience, and issues of diversity amid contemporary global life.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 3860 Sports, Health, and Society

Sports is a lens onto social issues of health, fitness, and the body. Case studies in this course deal with injury and abuse, the role of medicine and pharmaceuticals, corporations and mass media, gendered aggression, doping scandals, disabled athletes, trans athletes, and video games, among other topics. A wide range of sports will be covered, including basketball, American football, college athletics, sumo wrestling, martial arts, ordinary activities like running and exercise, and mass spectacles such as the Olympics. By adopting cross-cultural and intersectional approaches, this course will consider how race, gender, and other social contrasts shape ableisms, body norms, violence, and hard-driving business interests in sports and society.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 387 Medical Anthropology

The comparative study of non-Western medical systems, including the definitions of health and disease, the kinds of treatment, and the varieties of practitioners in other cultures (e.g., Navaho, India, China).

Credit 3 units. Art: SSC BU: IS

L48 Anthro 3870 Science and Society

Encounters with science are ubiquitous in daily life. We read papers hailing scientists' most recent achievements. We adjust our lifestyles to their findings, and we sometimes even allow them to change our beliefs about the world. As students, we learn about the scientific method, run labs, and memorize facts and equations. This course invites students to estrange themselves from these familiar scenes by challenging some assumptions about what science is and how it works. In the course, we launch from the premise that science is itself a cultural activity, permeated by social norms and values. Surveying a rich, cross-disciplinary literature, the course thus aims to unpack the deep imbrications between science, society, technology, economy, and politics from the perspective of the field of science and technology studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 3874 International Public Health

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles

of local and national governments, international agencies and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 3875 Pharmaceutical Personhood

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental disorders, post-traumatic experience, chronic illness, eating disorders and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3876 Darwin and Doctors: Evolutionary Medicine and Health

Back pain, diabetes, obesity, colds, even morning sickness. These are all common human health problems. But have you ever wondered why we have these and other health conditions? In this class, we will investigate this question - and others - specifically using evolutionary theory to inform current understandings of contemporary health problems.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 3880 Multispecies Worlds: Animals, Global Health, and Environment

Amid escalating global environmental and health crises that impact all forms of life, this course critically considers the diverse relationships of humans with other forms of life and varied ecological systems. Although anthropology has long studied humans' use of and impact on environments, anthropologists have begun to increase their focus on human-animal cohabitations, engagements, and shared cultures and worlds. This seminar looks at how diverse contemporary contexts -- such as zoos, farms, forests, and laboratories -- involve fascinating human-animal relationships and contentious implications for ethics, health, and ecology. In investigating how animals are central to scientific knowledge production, debates about animal welfare, environmental sustainability issues, companionship and pets, entertainment and sports, and zoonic disease, we will explore the possibility for more richly understanding the world by fully appreciating species diversity and interconnectivity.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 3882 Psychological Anthropology

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We look cross-culturally at such topics as child and adolescent development; religious experience; illness and healing; self and

identity, gender and sexuality; reasoning and symbolism; and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory and cross-cultural materials.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 3883 Conspiracies, Cults, and Moral Panics: The Affective Politics of Fear

This course takes an anthropological look at conspiracy theories, cults, and moral panics as manifestations of cultural distress and modes of everyday knowledge and practice. The thread that connects these phenomena is that they are constituted as counterhegemonic pathways to "truths" that the majority of people cannot (or refuse to) see. As such, they serve as provocative lenses on changing understandings of such issues as the relationship between the individual and the modern state, the contours of civil liberties and responsibilities, and the nature and purpose of human existence. Throughout the semester we will explore the evolution and social impact of conspiracies, cults, and moral panics, and examine the historical, cultural, political, and religious dynamics that inform all three using a variety of critical methods. Among other lines of inquiry, we will ask: What is the cultural and psychological work of these phenomena? And what do they suggest about our own experiences—especially of freedom, the exercise of power, and what counts as knowledge?

Credit 3 units. A&S IQ: SSC

L48 Anthro 3884 Regulating Reproduction: Morality, Politics and (In)justice

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction — which links individual bodies to the body politic — is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families are always bound up with broader, if obscured, economic, national and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGOs and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

Credit 3 units. A&S IQ: SSC, SC, SD EN: S

L48 Anthro 3885 Global Mental Health

What does global mental health mean for different actors and stakeholders? This course will examine the history, interventions, and critiques of global mental health. We will explore how diagnosis, distress, and treatment are experienced in different cultural and geographic contexts. Moreover, we will consider how biomedical psychiatry complements and conflicts with other forms of healing expertise. We will also consider mental health disparities, and critically reflect on the successes and challenges of global mental health interventions. This course will draw on materials from different disciplines, including anthropology, public health, psychiatry, social work, long form journalism, and guest speakers to examine topics in global mental health, such as gender and sexuality, migration and displacement, environmental determinants and climate change, and global crises like COVID-19. Our course materials will draw on research carried out in a variety of locations, including the United States, India, Iran, Italy, Botswana, Brazil, and Thailand.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS

L48 Anthro 3900 Intermediate Directed Research

This course level is typically taken by juniors or seniors during their first semester in the lab, or by advanced freshmen and sophomores. The expectations of a 300-level directed research project will be greater than those of a 200-level directed research. Student participation in research activities should include higher-level participation, including completing literature reviews, running complex assays, or similar work. The student is expected to be proficient in the appropriate research techniques of a lab, familiar with relevant literatures surrounding the project, and capable of working with minimal supervision. There should be some form of final evaluation or project, but an independent research project is not necessary. May be taken for 1-3 credit hours, 1-2 recommended. Students must enroll in a specific section with a faculty member and receive approval from the department.

Credit variable, maximum 3 units.

L48 Anthro 3942 American Indians and American Empire

This course critically explores the past and present struggles of Native Americans against white settler colonialism. We trace connections between U.S. domestic policy and imperialist ideologies, politics, and violent war from the United States to the Philippines to Latin America and the Middle East. By reading work by Native American and non-Native scholars, writers, and activists, we will consider how issues of race, class, gender and sexuality, violence, policing and militarism, nature, education, language, and sovereignty are intertwined with coloniality, forms of anti-colonial resistance, and the making of decolonized futures. Readings will be interdisciplinary, drawing on anthropology, history, politics, and literature. Students will develop research projects through case studies of their choosing.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L48 Anthro 397 Proseminar: Issues and Research in Anthropology

Designed to introduce the student to current issues in Anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in their particular specialty. Required of all majors; may be taken before declaring major, and may be taken by nonmajors. Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 399 Undergraduate Teaching Assistant

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

L48 Anthro 3999 Class Mentor

Classroom instructional assistance is provided through mentoring activities assigned by the instructor. This course is limited to advanced undergraduates only. Class mentors will contribute to the student's intellectual development and/or pedagogical design. This is a more rigorous commitment that requires the production of additional course material or responsibilities as compared with L48 Anthro 399 Undergraduate Teaching Assistant. Prerequisite: Permission of instructor. Credit variable, maximum 3 units.

L48 Anthro 4002 Internship in Interrogating Health, Race and Inequalities

Internship in Interrogating Health, Race and Inequalities is intended for advanced undergraduates who are enrolled in the course Anthro 4003 (Interrogating Health, Race and Inequalities) and who have previous course work in (medical) anthropology, public health, urban policy, or African and African-American Studies. The internship experience is designed to facilitate students' familiarity with research and evaluation strategies that *both* address structural factors shaping health outcomes and are sensitive to community needs and sociocultural contexts. The internship experience contributes to students' in-class understanding of the ways that race as a historically produced social construct interacts with other axes of diversity and social determinants to produce particular health outcomes. Prerequisite: permission of the instructor. Corequisite: Anthro 4003.

Same as IS0 INTER D 4002

Credit 1 unit.

L48 Anthro 4003 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History

Interrogating Health, Race and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings draw from the fields of public health, anthropology, history and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities are supplemented with field trips and field-based projects. By the end of the course students are expected to have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.

Same as IS0 INTER D 4001

Credit 3 units.

L48 Anthro 4005 The Evolutionary and Health Impacts of Human Parasite Infection

Are parasites "old friends" or enemies we have been combatting for as long as humans have been around? Throughout our evolutionary history, humans have constantly interacted with parasites and other organisms that make their homes in our bodies. How did these relationships evolve and how does variation in social and economic factors alter human infection risk? Why do some parasite infections cause severe illness while other are often unnoticed? How might an evolutionary understanding of human-parasite relationships help us improve health outcomes? This class will explore these questions and more as we investigate how parasites have affected human evolution and health. Pre-requisites: L48 307A or equivalent highly recommended.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 401 Evolution of Nonhuman Primates

Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy and primate paleontology. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

L48 Anthro 4011 Popular Culture and Consumption in Modern China

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films and material artifacts, we investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy or political science) required. Enrollment by instructor approval only.

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4022 Transnational Reproductive Health Issues: Meanings, Technologies, Practices

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power and sexuality.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 403 Archaeology and Early Ethnography of the Southwest

This course integrates archaeological, historical and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity and the

contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo and Navajo societies are discussed.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 4033 Culture, Illness and Healing in Asia

This course examines the place of health, illness and healing in Asian societies. We explore how people experience, narrate and respond to illness and other forms of suffering — including political violence, extreme poverty and health inequalities. In lectures and discussions we discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course familiarizes students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L48 Anthro 4042 Islam Across Cultures

In this seminar, we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa and the Middle East, and students engage in fieldwork or library research projects.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L48 Anthro 4052 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course

intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources. Same as L93 IPH 4052

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L48 Anthro 406 Primate Ecology and Social Structure

Survey of the ecology and individual and social behavior, adaptations and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anthro 150A or one 100-level biology course.

Credit 3 units. A&S IQ: NSM Art: NSM

L48 Anthro 4082 Origin of Evolutionary Thought

This course provides an in-depth introduction to classic works in evolutionary biology and evolutionary anthropology. Students will read primary as well as some secondary sources and be expected to discuss those materials each week in class. Students should expect a very heavy reading load, and should plan on reading the assignments throughout the week.

Credit 3 units. A&S IQ: NSM

L48 Anthro 4091 Sexuality, Gender and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4100 Topics in Anthropology: COVID-19: What's Next?

This class explores the early stages of the pandemic and uses an anthropological lens to examine both the current state of the pandemic and the lessons learned, while also exploring what might lay in store for us. This course will offer students the opportunity to analyze the personal and societal impacts of the pandemic in terms of health, education, economies, and environments. This course is open to students who took the earlier versions of The Pandemic: Science and Society as well as students who have not previously taken these courses.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4102 Latin America and the Rise of the Global South

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the

emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region; we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India; and we reflect on the changing role, meaning and relationships of the United States in the region.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 4104 Topics in Anthropology: Recent Advances in Archaeological Dating

In this course, we will engage with concepts, methods, and techniques used in the study of archaeological temporalities and chronology building. We will examine recent trends in the literature of archaeological dating which include time perspectivism, unit issues, radiocarbon dating, Bayesian chronological modeling, geochronology, and seriation among others. There will be a particular methodological focus on analyzing radiocarbon datasets using Bayesian interpretive frameworks. Students will become familiar with best practices in radiocarbon dating (from appropriate materials, contexts, interpretation, and presentation) and will gain expertise in using specialized software to conduct Bayesian chronological modeling. Special attention will be paid to how radiocarbon data can be formally integrated with, and interpreted alongside, other archaeological datasets in the context of particular research questions and hypotheses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 4106 Topics in Anthropology: Biomechanics

Humans, like all organisms, live and evolved in a world that is governed by the rules of physics. Such an engineered world has undoubtedly had a profound impact on the human evolutionary trajectory. Biomechanics is the science of understanding the natural world around us in a mechanistic fashion, and it has become a major pillar in investigating the human form and function. Understanding how humans and our closest relatives behave in and interact with the physical world can lead to novel insights into the evolution of complex traits; such understanding can come from investigating the mechanics of tissues and structures of the human body or understanding the principles of movement and locomotion. Through lectures, discussions, and hands-on experience, this course will explain biomechanical terms and principles to demonstrate how this discipline has contributed to biological anthropology.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 4107 Topics in Archaeology: Archaeology of the Living World

As anthropologists, archaeologists are familiar with the animate nature of reality as experienced by most people at most times in human history. Guided by such reality, people create material patterns that challenge archaeologists to identify them by attempting to elucidate what the makers might have experienced and intended, not what modern scientists might see through the lens of a clear division between animate and inanimate material. Increasingly, the default position of ignoring this challenge because it is difficult to make convincing arguments

regarding the esoteric knowledge generating patterns in an animate world is no longer acceptable, morally or practically. This course explores some of the work archaeologists are undertaking to advance knowledge of past realities experienced by people generating material records we that can study from the perspective of relations between people and things of a mutually constitutive nature.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 4108 Topics in Anthropology: Animals Made Us Human

Today, people often see animals as pets -- even members of the family -- or as food. Relationships with wild animals are diminishing in many places as populations move to the cities, and relationships between people and animals vary widely. In this seminar, we use current articles and seminal anthropological and evolutionary literature to examine the ways that changing human-animal relations influenced humans over the long term. Social distances between humans and our nearest relatives have increased over the last 4 million years, with dramatic turning points 12,000 and 300 years ago; however, biological distances are less marked. In this course, we explore a range of key issues through time, starting with the history of Western conceptual divisions between humans and animals, which contrast with more fluid boundaries in other world regions. We will also examine hunting and symbolic relations with wild animals, relying on data from ancient animal bones, art and texts. Domestic animal partnerships are a focus of much of the course, starting with dogs and moving to pigs, sheep and cattle and to transport animals such as donkeys, horses and camelids. Birds -- including chickens, turkeys and ostriches -- may also be a focus of research. We will examine the role of animals in human thought, including religion and folklore, and we will discuss current and future human-animal relationships. One of the goals of the course is to provide an overview of ways that animals have influenced human life, rates, and patterns of change in human society as well as how they will affect long-term perspectives on human life in the 21st century.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 4110 Pushing Daisies: The Anthropology of Death and Dying

This course examines the dying process and the ways humans around the world come to terms with their mortality. We will critically analyze controversial issues regarding brain death, suicide, euthanasia, and organ donation. We will survey funerary traditions from a variety of cultures and compare the social, spiritual, and psychological roles that these rituals play for both the living and the dying. We will examine cultural attitudes toward death and how the denial and awareness of human mortality can shape social practices and institutions. Finally, we will consider issues regarding quality of life, the opportunities and challenges of caregiving, and hospice traditions around the world. This course will include readings and films about individuals and groups, both in the United States and around the world, as well as guest speakers (hospice workers, home aides, organ donation facilitators, counselors) who will talk about issues related to end-of-life health and caretaking issues in and around St. Louis.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 4112 Body and Flesh: Theorizing Embodiment

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthro 3201 or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4113 Advanced Psychological Anthropology

This seminar examines the intersection of psychological and anthropological theories and methods and their utility in the study of culture and human experience. This course is an in-depth exploration of some of the key theorists and theoretical domains that have defined the field of psychological anthropology and beyond, including Bakhtin, Bateson, Chodorow, D'Andrade, Ewing, Freud, Goffman, Hallowsell, Holland, Irigaray, Kleinman, Kohut, Lacan, Lutz, Rosaldo, Strauss, Sapir, Scheper-Hughes and Vygotsky, among others. By the end of the course, students have a solid grounding in linguistic, psychoanalytic, cognitive, symbolic, developmental, interactionist and critical approaches within psychological anthropology. Prerequisites: at least one of the following: Anthro 3201, Anthro 3882, graduate standing or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4114 Anthropology and Existentialism

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, such as suffering, healing, mercy and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

L48 Anthro 4115 Anthropology of Deviance

This course provides an anthropological perspective on notions of "deviance" as social, psychological, moral and medical mechanisms of control and regulation. Students learn to critically engage and evaluate dominant etiological theories of deviance, local and global contexts of deviance, and social responses to deviance as cultural processes through which communities make (and unmake) meaningful human relationships. Through academic texts, ethnographic accounts, clinical case materials and firsthand accounts, students explore multiple dimensions of what it means to be "deviant" or "normal" in a given social or cultural context. Sample topics include: historical trajectories of deviance, deviance and criminology, social class and inequality, prison cultures, deviance and resistance, deviant personalities, forensic psychiatry, deviant vs. socially sanctioned violence, and stigma.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

L48 Anthro 4116 Anthropology and Experiment

In recent years, many cultural anthropologists have described their work as "experimental." On the surface, the notion of experimentation leads something of a double life. On the one hand, in its ideal form, it stands for rigidly held methodological tenets aimed at answering questions in rigorous ways. This kind of experimentation is the hallmark of "scientific" inquiry. On the other hand, experimentation implies something of openness, of tentativeness and flexible exploration. Through an examination of works on experiments, as well as purportedly experimental ethnographies, we pursue the question: What is an experimental mode of inquiry in cultural anthropology, and how does it square with the two idealized meanings of experimentation? We examine the links and resonances between different notions of what experiments do, what they describe in terms of both form and method, how they begin and end, how they are assessed as successes or failures, and what sort of knowledge they produce. This course involves reading across cultural anthropology, science studies and the philosophy of science to better understand different approaches to experiments across domains of research and writing. Can we learn something about what anthropologists do in experimental works from the wealth of thoughtful scholarship on experiments in other fields? Is there something common to experimentation in cultural anthropology and experimentation elsewhere in the social sciences and beyond?

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4117 Nature/Culture

What do we mean by "nature" or by designating something as "natural"? How do we distinguish nature from culture and where does such a distinction break down, become political or controversial? Is the distinction between nature and culture itself universal, or does it emerge from a particular history and reflect particular preconceptions and understandings? And how do new technologies reconfigure this distinction? In this course, we explore such questions, paying special attention to the ways anthropology, as a discipline, has relied on, reinforced, and legitimated this great divide.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4118 The Good Cause: Psychological Anthropology of Moral Crusades

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4119 Becoming Clinicians and Healers

A great deal of learning in clinical, caring, and healing professions takes place on the job and through interactions with peers and supervisors. To better understand such subtle and hidden forms of learning, we will examine how clinicians- and healers-in-training experience processes of embodiment and

the training of the senses in therapeutic encounters. Pairing theoretical scholarship on apprenticeship, tacit knowledge, and the perfection of one's craft, with rich ethnographic research on training in surgery, psychotherapy, and shamanism, this course will explore the subtle and subjective experiences of learning to become a future therapeutic practitioner.

Credit 3 units. A&S IQ: LCD, SSC BU: BA

L48 Anthro 411W Anthropology and Existentialism — Writing-Intensive Seminar

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, such as suffering, healing, mercy and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required. This is the writing-intensive version of Anthro 4114.

Credit 3 units. Art: SSC EN: S

L48 Anthro 4120 Conspiracies, Cults, and Moral Panics: The Affective Politics of Fear

This course takes an anthropological look at conspiracy theories, cults, and moral panics as manifestations of cultural distress and modes of everyday knowledge and practice. The thread that connects these phenomena is that they are constituted as counterhegemonic pathways to "truths" that the majority of people cannot (or refuse to) see. As such, they serve as provocative lenses on changing understandings of such issues as the relationship between the individual and the modern state, the contours of civil liberties and responsibilities, and the nature and purpose of human existence. Throughout the semester we will explore the evolution and social impact of conspiracies, cults, and moral panics, and examine the historical, cultural, political, and religious dynamics that inform all three using a variety of critical methods. Among other lines of inquiry, we will ask: What is the cultural and psychological work of these phenomena? And what do they suggest about our own experiences-especially of freedom, the exercise of power, and what counts as knowledge?

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

L48 Anthro 4123 Argumentation Through Ethnography

Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize and present their field materials in particular ways in order to make intellectual, theoretical, and sometimes even political arguments. This seminar will explore the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4124 Language and Politics

Language is a constitutive part of political processes. While many agree that language is used to symbolize or express political action, the main focus of this course is on how linguistic practice and ideology contributes to the creation of political stances, events and spheres. Topics addressed include political rhetoric and ritual, the emergence of public spheres, discrimination, as well as ethnic conflict, nationalism and colonialism.

Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

L48 Anthro 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 4135 Tobacco: History, Culture, Science, and Policy

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window into trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L48 Anthro 419 Primate Behavior

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406 or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

L48 Anthro 4191 Primate Cognition

This course investigates historical and current views regarding the cognitive capacities of nonhuman primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4194 Primate Ecoimmunology

The ability of an organism to defend itself against infection by viruses, bacteria, and parasites is critical to organismal survival and fitness. The response of the host immune system is vital in this defense, and like any phenotype, we observe variation in immune function between individuals, populations and species. The field of ecoimmunology seeks to characterize and explain how the environment of the organism contributes to this observed variability in the host immune response. In this class, we will examine the evolution and function of the primate immune system, primarily in non-human primates, within the context of the extensive social and ecological variability in the primate order. We will take a broad and integrative approach, synthesizing material from diverse fields including immunology, ecology, physiology, behavior and genetics. Prerequisites: Anthro 150A or Biol 112.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 4195 Advanced Primate Laboratory Methods

This course provides students with firsthand experience in conducting laboratory work in primatology. This includes laboratory safety, preparing samples, running assays, and analyzing results. Students will learn best practices and the process of validating techniques. In addition to hands-on lab work, students will read peer-reviewed publications that present data generated from the types of techniques we will cover in class. Background reading on of all the methods used and learning about the field techniques used to collect the samples will also be required. Students in this course are expected to have sufficient prior experience in a laboratory setting and to already understand the basics of lab work, such as proper pipetting techniques and laboratory safety practices. With these basic skills already obtained, students will be able to focus on more interesting topics, such as hormonal, microbial, and genetic analysis of samples from wild primates. Students will need to make time to conduct laboratory work outside of class time. Each student will coordinate these times with the instructor.

Credit 3 units. A&S IQ: NSM BU: SCI

L48 Anthro 4202 Anthropological Genetics

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4211 Ethnobotany

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant

domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anth 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4212 Advanced Methods in Paleoethnobotany

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation and reporting of data. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC

L48 Anthro 4214 The Archaeology of Food and Drink

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4215 Anthropology of Food

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first two-thirds of the course is reading-intensive and discussion-intensive. Each student writes short review/response papers for major readings. For the final third, we still are reading and discussing, but the reading load is lighter (and we have a field trip) as students devote more time to their research papers. The research paper is a major effort on a topic discussed with and approved by the professor. In most cases it has to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers are critiqued, assigned a provisional grade, revised and resubmitted.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4240 The Plundered Past: Archaeology's Challenges in the Modern World

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider, but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the United States and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. still are stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many

other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites and information they occupy.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L48 Anthro 4253 Researching Fertility, Mortality and Migration

Students undertake research projects centering on the most fundamental demographic processes — fertility, mortality and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Then, course readings include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course is a component of the final term paper. Prerequisite: Anthro 3612 Population and Society or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

L48 Anthro 4254 The Anthropology of Maternal Death

No other commonly recorded health indicator shows such great disparities between rich and poor nations as does maternal mortality. More than 500,000 women die each year around the world from complications of pregnancy and childbirth, but 99 percent of these deaths occur in impoverished, non-industrialized countries. This course examines the reasons for this stunning discrepancy, looking at the biological, social, political and economic factors involved in maternal death. The course is conducted as a seminar based on detailed readings of relevant journal articles, group discussion, case studies and class presentations. Prerequisite: Anthro 3621.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4264 The Myth of Race

This course describes the history of the myth of race and racism from the Spanish Inquisition to modern times. Since race is not a biological term but a cultural term, it is important for students to understand the origins and connections of ideas of race and racism from its beginnings in western thought to its current usage. The historical and literature connections can be seen throughout the writings and behavior of the Spanish Inquisition, to the Renaissance, though colonization and slavery, to the reconstruction, to the late 19th century, to the early 20th century, to modern times. In fact, the early history of anthropology can be traced through racist history.

Credit 3 units. A&S IQ: SSC, SD EN: S

L48 Anthro 427 Social and Cultural Change

Analysis of political, economic, and social transformations among societies in the developing and developed world. Examples are drawn from many societies throughout the globe.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

L48 Anthro 4280 Tourism & Sustainability

This course offers an introduction to the political, cultural, and environmental effects of global tourism (with an emphasis on problematic travel trends, such as ecotourism) and sustainable development discourse. Topics include the history of tourism, tourism studies, critiques of authenticity and aesthetics, virtualism, political economy, island studies, political ecology, and critical social theory. Each student prepares a research paper or podcast on a tourism case study. Readings offer anthropological perspectives on the history of tourism; cultures of consumption; problems of authenticity and aesthetics; political economy and ecology; and the challenge of achieving "sustainable" tourism development across diverse natural environments. We will explore tourism as both a cause and effect of globalization (and "localization" movements) by tracking the consumer habits of emerging tourist markets while also considering ethnographic readings of "ecotourism" and the role that nostalgia plays in influencing domestic and international travel patterns. We will further consider tourism as the production and consumption of "tradition," and we will tackle ethically problematic tourist sites.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

L48 Anthro 4282 Political Ecology

An exploration of how the interactions between culture and environment are mediated by local, national and global politics. Topics include "overpopulation," agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: graduate standing, Anthro 361 or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4285 Environmental Archaeology

This course intends to introduce students to lines of evidence used in the interpretation of past landscapes, to discuss how we can conceptualize changing human ecological relations, and to consider how we can identify the influence that humans have on their environment. Special emphasis is placed on human-animal-plant relations using case studies from around the world. Combining both lecture and seminar sessions, this course aims to ensure that students are aware of several of the basic methods of bioarchaeological and palaeoenvironmental reconstruction as well as the application of these methods to the interpretation of past landscapes and human impacts on them.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4286 Original Research in Environmental Anthropology

In this course, we will focus our ethnographic lens on environmental issues in St. Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations.

Credit 3 units. A&S IQ: SSC EN: S

L48 Anthro 4287 Anthropology of Water

This course examines one of the world's largest risks and grandest challenges: water security. By exploring water flows between cultures and landscapes, students will think critically about the challenges faced in different regions and societies of the world which can exacerbate or ameliorate issues of social justice and equity. Topics include cultural notions and values of water, technologies of water purification and conservation, big dam controversies, water as a "right" or water as a "commodity," and how epistemologies of water can drastically impact people and ecosystems. Texts will mainly be anthropological but will also draw from history, political ecology, geography and development economics. These will underscore the importance of multiple contexts (social, religious, economic, political, cultural) to the understanding of the scale and scope of this major problem.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: HUM, SSC EN: S

L48 Anthro 4288 Being Human: The Food-Energy-Ecosystem-Water Nexus

This course examines a trilogy of resources that are essential to producing human life: food, water and energy. These resources are inextricably linked not only to the most common and necessary of our day-to-day activities, but impact each other in profound ways. Until recently, the study of these resources was fragmented in separate sectors, ultimately leading to lack of institutional coordination, infrastructural lock-in and incomplete modeling systems. These incomplete systems overlook the complex overlaps of natural systems and render sustainability planning more tenuous than it could be. In response, these core resources are being studied together as a "nexus" to enhance synergies and prevent trade-offs across sectors. However, this nexus further requires astute attention to the all too "human" questions of resource use, waste and justice. If water, energy and food security are to be simultaneously achieved, social scientists must be at the forefront, contributing holistic research that brings the human back into socio-natural systems.

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

L48 Anthro 428W Original Research in Environmental Anthropology

In this course, we will focus our ethnographic lens on environmental issues in St. Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: CPSC, SSC EN: S

L48 Anthro 4311 Biocultural Perspectives on Obesity and Nutrition

From pink slime to red wine, causes and treatments for obesity are constantly in the headlines. With more than 35 percent of Americans currently obese, this is a tremendous biological and social issue in the United States. Obesity rates also are

increasing globally despite billions of dollars spent on diets and public health interventions. Why is this happening and what can be done to change this? Why are humans fat and prone to obesity? How do we interpret appropriate body size? These are some of the questions we investigate in this class, specifically looking at the important physiological functions of adipose tissue and how both biological and cultural factors shape our perceptions of body image, health and the obesity epidemic. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4312 Environmental Interactions and Human Health

This course examines key issues related to human health through the lens of human lifestyle factors and environmental modification. Students will be asked to move beyond identifying the physical manifestations of poor health to recognizing larger evolutionary, social, and ecological factors that shape disease risk across individuals and communities. Throughout the term, we will explore how interactions between humans and their surroundings (and other organisms) have shaped disease patterns over time. We will also consider how the concepts we discuss relate to contemporary health challenges and how these perspectives can be applied to better address these issues going forward. In this course, human health is viewed as the result of biocultural processes. This course therefore uses an interdisciplinary approach, drawing on the methods, theories, and bodies of knowledge from various scientific disciplines, including evolutionary biology, genetics, parasitology, physiology, ecology, and medicine.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L48 Anthro 4321 History of Biological Anthropology

The history of biological anthropology is traced from Darwin's time to the present. Factors that influenced major theories and subfields of biological anthropology are discussed, along with current directions. Topics will include race, primate and fossil hominin tool use, adaptationism, evolution of the brain, and the human-chimp split, among other issues. Prerequisites: 6 units of coursework in Biological Anthropology or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 434 Behavioral Research at the Saint Louis Zoo

Students conduct research at the Saint Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: BA

L48 Anthro 4361 Culture, Power and the State

This seminar surveys anthropological theory and ethnography of the nation-state. We will discuss how culture and power are interrelated in the formation of state institutions and ideologies, governance and violence, social and spatial inequalities, and citizen identities, daily lives, and movements for change. We'll read key theoretical works (Weber, Marx, Foucault, Gramsci, liberal political theory, feminism, and post-structuralism, among others) and contemporary ethnographies of the state. Anthropology's place in public debates on "culture" and violent crises of the state — from Iraq to the U.S. heartland — will be addressed at the end of the semester.

Credit 3 units. A&S IQ: SSC EN: S

L48 Anthro 4366 Europe's New Diversities

Since the late 1980s, three major upheavals have transformed European senses of identity. The demise of the Soviet Union has forced citizens of new "post-socialist" nations to forge new senses of belonging and new strategies of survival. The rise of a new public presence of Islam and the growth of children of Muslim immigrants to adulthood have challenged notions that Europe is a secular or post-Christian space. Finally, the heightened authority of European institutions has challenged the nation-state from above, and the granting of new forms of subnational autonomy to regions and peoples has challenged it from below. The new Europe is increasingly constituted by way of regional identifications, transnational movement(s), and umbrella European legal and political organizations; these new realities occasion new rhetorics of secularism, nationalism, and ethnic loyalties. We examine these forms of diversity, movement, and debate by way of new works in anthropology, sociology and political science.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 4367 Culture, Power, Knowledge

We often think of knowledge as universal and objective. But anthropologists have long studied ways in which knowledge varies in different cultural settings. In this course, we ask: What is knowledge, how does it arise, and what does it do? Is there such a thing as universal validity or is knowledge always tied to specific cultural practices? What happens when knowledge travels and how does knowledge figure in relations of power? We approach these questions through works in anthropology, philosophy and science studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 4392 Capitalism and Culture

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike, its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Credit 3 units. A&S IQ: LCD, SSC, SD Art: SSC EN: S

L48 Anthro 4393 The Archaeology of Trade and Exchange

Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade. This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency and resistance. It also examines the immaterial exchange of ideas, perceptions and values that alter concepts of identity, space and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

L48 Anthro 4394 The Connected World: Social Networks in Anthropology

This course will serve two purposes. The first is to introduce students, via a broad interdisciplinary survey, to applications of social network perspectives and methods in the social sciences, especially anthropology. We will accomplish this via case studies each week that are organized by topic. Throughout the course, students will be introduced to network research across all four subdisciplines of anthropology, including the sociocultural, biological (including primatology and medical anthropology), archaeological, and linguistic subfields as well as the emerging fifth subfield of applied anthropology. The second purpose of this course is to expose students to the tools necessary to conduct network research, including collecting relational data, visualizing and analyzing networks, and interpreting the results of network analyses. This exposure will come from weekly demonstrations of relevant software and analyses by the instructor, with each week covering the most popularly employed tools for analyzing social networks.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L48 Anthro 4421 Advanced Seminar in Medicine and Society: Patients, Politics, Policy

This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics, and it will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro L48 141 and Anthro L48 142.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 4452 In the Field: Ethnographic and Qualitative Methods

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences; they describe the types of social organization (e.g., gender relations, class systems, racial divisions, cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project; in the process, they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4453 Studying the City: Approaches to Social Research

In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.

Same as L18 URST 418

Credit 3 units. A&S IQ: SSC EN: S

L48 Anthro 4454 Cultures of Science and Technology

This seminar explores questions of theory, method and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can technologies and scientific practices be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork experience both on- and offline, we investigate how scientific practice and technological innovation reorganize various aspects of human life on both global and local scales. Topics include the social construction of knowledge, the reproduction of racial categories in genomics, the cultures of cyberspace, the commodification of bodies in medical science, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.

Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S

L48 Anthro 4455 Ethnographic Fieldwork: The Politics of Schooling

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work contributes to the ongoing "St. Louis Schools' Ethnographic Documentation Project."

Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S

L48 Anthro 4456 Ethnographic Fieldwork: Energy Politics

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices.

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

L48 Anthro 4480 Anthropology and Creative Writing

Creative writing has much to offer anthropology. This course explores how methods of artistic writing and expression can shape stories and studies of cultural life in the global world. We consider the uses of journalism, fiction, memoir, poetry, and cinema in anthropology's understanding of the richness, the deep emotional tone, and also the dangers of human experience. We look at such issues and themes as the ordinary life and everydayness, coming of age and fitting in, the feeling of being at home and senses of place, narratives of illness and affliction, how people cope with trauma and violence, what makes our bodies powerful or vulnerable, and why things really matter. Although students are actively involved in writing stories, this is not a writing intensive course.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L48 Anthro 4481 Writing Culture

Different ways of writing about people, culture and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4483 Narrating the Self

A major "chunk" of the data gathered during ethnographic research projects typically consists of stories told by our interlocutors in the field -- our "informants." In everyday usage, stories are usually taken to be extended, heavily plotted, and artfully delivered narratives. In this course, we take a broader, more inclusive approach to storytelling that encompasses everything people tell, in many different narrative formats, about themselves and the world they inhabit. Such stories are of immense value to us; through narrative, people give shape to and make sense of their lives and tell us where they position themselves in the moral order. Furthermore, in and through storytelling, people structure, comment on, and assert agency over their lived experiences and, by doing so, construct a self. The subject of much debate in philosophy, psychology, and the social sciences, the notion of the self is still upheld by many, although currently it often emphasizes the fragmented, locally constructed, and culture-specific nature of the self. One of the concerns in this course, therefore, will be to assess the theoretical value of the notion of the self in narrative analysis and in anthropology as a whole. More generally, this course explores the (micro-)politics of storytelling to understand how storytelling works as the interface between the self and society as well as between the subject and social structure. Issues of agency and structure will often take center stage, and we will see that the form and content of narratives, cultural norms and values, and power relations are mutually constitutive.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L48 Anthro 4517 Anthropology and Development

What is "development"? Economic progress for all? A slow and gradual "improvement" in the human condition? Helping people with "projects"? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists — as writers, analysts, and theorists — have engaged the theories, meanings, practices

and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 4555 Digital Digging: An Introduction to Archaeological Geophysics

In this class we will be exploring the history, technology, and application of geophysics in archaeology. In doing so, students will be provided with the opportunity to gain hands-on experience collecting, processing, visualizing and interpreting data from a variety of instruments that include ground-penetrating radar (GPR), magnetometry, electromagnetic induction (conductivity), and magnetic susceptibility. Prerequisites: Anthropology 190B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4561 Ceramic Analysis

This course presents the methods, techniques, and models for analyzing archaeological ceramics. Students will learn how ceramic artifacts are used by archaeologists to reconstruct social practices of the past, including economics, politics, religion/ritual, migration, social organization, and so on. Students will be trained in both qualitative and quantitative methods of analyzing ceramics and ceramic assemblages. While these methods are applicable to the archaeology of societies across the world, students will specifically conduct hands-on analyses of archaeological collections from the St. Louis/Midwestern U.S. region. Prerequisite: At least one archaeology course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4562 Artifact Analysis: Mississippian Cultures

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4564 Archaeobotanical Analysis

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. EN: S

L48 Anthro 4565 Biomolecular Archaeology: Are You What You Eat?

A revolution is underway in archaeology. Working at the cutting edge of isotopic and genetic technologies, researchers have been probing the building blocks of ancient proteins, life-DNA, fats and microfossils to rewrite our understanding of the past. Their discoveries and analyses have helped revise the human genealogical tree and answer such questions as: Are you what you eat? How different are we from the Neanderthals? Who

first domesticated plants and animals? What was life like for our ancestors? In this class, we address those fundamental issues to understanding human nature. Here is science at its most engaging.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4581 Principles of Human Anatomy and Development

This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 4582 Human Life History Theory

Life history theory postulates that organisms must allocate finite time and finite resources between growth, maintenance and reproductive effort. This balance necessitates trade-offs in specific traits related to body size and energy allocation between competing functions across the life of the organism. In this class, we start from this broad theory and look at the specific application of life history theory within anthropology. Humans, in particular, present unique and unusual life history characteristics, which we discuss in depth.

Credit 3 units. A&S IQ: NSM Art: NSM

L48 Anthro 459 Human Osteology

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4591 Human Functional Morphology

A detailed consideration of the functional correlates of muscle-skeletal form in recent and ancient humans and our close primate relatives as a means for understanding the behaviors responsible for driving the evolution of human anatomy. Emphasis is placed on the structure and development of the bones, joints, and teeth; the soft tissues that impinge upon individual bones; and the biomechanical demands that affect bone and joint structures.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4595 Developmental Plasticity and Human Health

A look at how early life — gestation plus infancy and childhood — contributes to the establishment of long-term physiology, variation and individual health from an anthropological perspective. The course includes current disease models of developmental origins, combined with evolutionary and adaptive perspectives on developmental plasticity and the construction of human health.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4597 The Archaeology of Life and Death

The study of human remains in archaeological contexts offers us a rich perspective on human life and society in the past. Our bodies are shaped by genetics, environmental factors, subsistence, disease, and physical activities over the life course. At the same time, social organization, inequality and ideologies also shape the human experience; they often become reflected in the built environments of tombs and cemeteries, the grave offerings, and interment styles that surround human remains in archaeological contexts. This course offers an introduction to bioarchaeology and mortuary archaeology as complementary approaches to the study of life in the past. The goal of the course is to understand how activities, norms and beliefs, and environments shaped bodies in life and death, and the different ways in which archaeologists can gain insight into the past through the study of human remains and burials. Course lectures and discussions focus on recent advances in research and ongoing debates in the two fields with examples from prehistory and history around the world, from North and South America, to Europe, Asia and Africa. Although this course will provide a basic overview of human skeletal anatomy, it is strongly recommended that students have taken an introductory course on the subject prior to enrolling in the class.

Credit 3 units. A&S IQ: LCD, SSC EN: S

L48 Anthro 4611 Seminar in Selected Topics in Learning & Memory: Collective Memory

This course provides an overview and analysis of phenomena of people remembering as part of a group -- one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Biden supporters on events in the United States). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory. Prerequisites: Psych 100B and either Psych 221, Psych 360, or Psych 380, or permission of instructor.

Same as L33 Psych 461

Credit 3 units. BU: BA

L48 Anthro 4623 Art and Science of Inferential Statistics

This course examines the historical roots, the scholarly development and the current applications of inferential statistics in a research context. The emphasis is on how social and natural variables are distributed, framing testable research questions, and choosing appropriate statistical tests. This course covers the testing of univariate, bivariate and multivariate hypotheses using parametric, non-parametric and re-sampling methods. Requires students to undertake statistical analyses of their own on real data sets. Familiarity with descriptive statistics is assumed. Designed for graduate students and advanced undergraduates. Permission of instructor is required for undergraduate enrollment.

Credit 3 units. A&S IQ: SSC, AN Art: NSM EN: S

L48 Anthro 4655 New Advances in Archaeology

Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. In this course we focus on contemporary developments in archaeology, with an emphasis on current trends in theory, method and discovery. The objectives of the course are to

place emerging trends in archaeological research in a historical context, to understand new methods and to explore how various theoretical approaches influence the conduct of archaeological research around the globe.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4661 Historical Archaeology

This course focuses upon the methods and techniques employed in historical archaeology. We include methods of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar-type treatments of other aspects of the field. The class includes some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM

L48 Anthro 4682 Ethnoarchaeology

Ethnoarchaeologists use studies of aspects of the present to strengthen archaeological interpretation. Since archaeologists do not usually study words, we need to understand relations between human actions and the material record. In this course, we will explore ethnoarchaeological studies of a wide range of topics, from how things are made to what they mean or how we might think differently about the past. Student presentations, class readings, and discussions will examine topics that might include whether reindeer herders think of their animals as domestic or wild; how Australian Aboriginal peoples have or have not used dingoes for hunting; the role of feasts in society; how to make and find beer, ceramics, stone tools, and beads; or how to smelt iron. Ways that the decoration and construction of pots signify ethnic boundaries or what a mother-in-law teaches a new bride have seen famous ethnoarchaeological studies. We can discuss any aspect of archaeology, and we will pick topics that fit student interests and the questions that they would like to pursue in their papers and presentations.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L48 Anthro 4700 Interdisciplinary Topics: Modeling Cultural Systems

Various interdisciplinary topics are explored that may include the humanities, social sciences and data sciences. Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L48 Anthro 472 Social Theory and Anthropology

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

L48 Anthro 474 National Narratives and Collective Memory

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological, and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4761 The Pleistocene Peopling of Eurasia

The paleolithic archaeology, human paleobiology and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L48 Anthro 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class explores the phenomenon of domestication and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We focus on how and why domestication occurred and factors that influenced its spread; interactions between late hunter-gatherers and early pastoralists; and intersections with complex societies of the Nile. We also look at the contributions of Africa to understanding pathways to food production world wide.

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4792 The Many Paths Leading Toward the Creation of the Ancient City

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past, many scholars have argued that market economies and state-level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state-level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 4803 Advanced GIS Modeling and Landscape Analysis

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct and analyze this relationship in a virtual environment.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L48 Anthro 481 Zooarchaeology

Archaeologists use ancient objects or material culture to study all of the human past, in its length and diversity. To do this, we have to reconstruct human actions from the things people made and used and the impacts that they had on the environment. Since the 1960's archaeologists have turned in an increasingly systematic way to aspects of the way people relate to material culture in the present, as sources for analogies for interpreting aspects of the past. Ethnographic field studies designed with archaeological problems in mind have become more common, and have contributed substantially to archaeological interpretation. Questions such as how archaeological sites form, and interpretation of changing human diets, human adaptations to challenging environments, how people domesticated plants and animals, the nature of human foodways, gender roles, the spread of food production or ritual and burial practices have all been informed by ethnoarchaeological studies. We will look at ethnoarchaeological approaches to the interpretation of many different categories of archaeological data including: lithics, ceramics, house structures, and rock art and discuss a wide variety of archaeological topics to which ethnoarchaeological approaches have been applied. The areas that we focus on will depend on the topics in which the class is most interested.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4851 Topics in Jewish Studies: Critical Issues in the Study of Popular Music

Consult course listings for current topic. Prerequisite: permission of instructor.

Same as L75 JIMES 485

Credit 3 units. BU: HUM EN: H

L48 Anthro 4881 Medicine and Anthropology

Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on the impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: junior standing.

Credit 3 units. A&S IQ: SSC Art: SSC

L48 Anthro 4883 The Political Economy of Health

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: junior standing or above.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 4885 Senior Seminar: Medicine and Society

This course provides a forum for graduating seniors in the Medicine and Society Program to reconvene for a semester of facilitated discussion about issues related to illness, healing and culture. Prerequisites: Students must be seniors in good standing in the Medicine and Society Program.

Credit 1 unit. A&S IQ: SSC EN: S

L48 Anthro 489 Seminar: Pathways to Domestication

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 4892 Hunter-Gatherer Socioeconomic Variation

This class explores the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the past 20,000 years. We discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa and Australia and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 489W Seminar: Pathways to Domestication

The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food. We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of Anthro 489 Seminar: Pathways to Domestication.

Credit 3 units. A&S IQ: SSC, WI EN: S

L48 Anthro 490 Advanced Directed Anthropological Research I

Designed to give undergraduates research experience in various subdisciplines of anthropology. May be taken more than once for credit. Prerequisite: permission of faculty member under whom the research will be done.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

L48 Anthro 491 Advanced Directed Anthropological Research II

Limited to those students who have successfully completed L48-490 and have a qualifying continuing research project. Prerequisite: Anthro 490 and permission of the faculty member who will supervise the continuing research project.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

L48 Anthro 4911 Methods in Molecular Anthropology

We learn techniques used in molecular genetics and their application to studying the evolution and adaptation of human and nonhuman primates. This course covers DNA extraction from biological materials (e.g., buccal cells from cheek swabs, potentially also fecal samples from the primates at the zoo), primer design and polymerase chain reaction (PCR) to amplify a region of interest (student lead, with guidance) from isolated DNA. Use of gel electrophoresis to visualize and purify PCR products and sequencing reactions to view nucleic acid structure also are conducted. We also have a lecture on introductory bioinformatics. Throughout the course, we discuss the mechanisms underlying these techniques, why they work and how to troubleshoot problems. Students are expected to submit lab reports and to engage in peer review of others' lab reports. Finally, we discuss how molecular methods inform anthropological research. Students are also expected to take online safety training modules through EH&S.

Credit 3 units. A&S IQ: NSM

L48 Anthro 4951 Senior Honors Research

Limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: permission of the Anthropology faculty member supervising the honors research, and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

L48 Anthro 4960 Senior Honors Research

This course is limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: Permission of the Anthropology faculty member supervising the honors research and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units. A&S IQ: WI

L48 Anthro 4961 Senior Honors Thesis

Limited to students who have qualified for the Anthropology honors program and who are actively engaged in writing a senior honors thesis. Prerequisite: permission of the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

L48 Anthro 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint

Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4975

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L48 Anthro 4999 Capstone Experience

The Department of Anthropology offers several options for completing a capstone experience, which is recommended by the College of Arts & Sciences. One option is for students in any 400-level course in the department to secure permission of the instructor to simultaneously enroll in Anthro 4999. The instructor and student develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor.

Credit 1 unit.

Applied Linguistics

The minor in Applied Linguistics emphasizes language acquisition and language use in foreign and second-language settings. Applied Linguistics is concerned with increasing the understanding of the role of language in human affairs and thereby with providing the knowledge necessary for those who are responsible for making language-related decisions, whether the need arises in the workplace, the courtroom, the classroom, or the laboratory. Students learn to evaluate theory and research in different areas of the field, including second-language studies and sociolinguistics. Required introductory courses provide the necessary foundation for advanced classes. Courses at all levels include the critical analysis of different theories, conceptual models, and research methodologies. Students of Applied Linguistics may engage in international or domestic studies that involve independent research projects with faculty members from Law, Business, Anthropology, Global Studies, Education and Engineering.

Specifically, the minor in Applied Linguistics at Washington University meets the increasing domestic and international demand for second- and foreign-language specialists. This minor — in combination with a major in Global Studies, language (e.g., Spanish, French, Italian, Chinese, Swahili, German, Japanese), Anthropology, Philosophy–Neuroscience–Psychology (PNP), Psychological & Brain Sciences, or Educational Studies — helps students qualify for positions that may involve linguistically and culturally diverse learners in the United States and around the world. The minor is also suitable for students who wish to pursue graduate studies or advanced degrees in Law, Business, Medicine, Engineering, Applied Linguistics, Global Studies, Psychological & Brain Sciences, Education, and more.

The Applied Linguistics minor is an independent minor administered by Global Studies.

Contact: Cindy Brantmeier
Email: cbrantme@wustl.edu
Website: <https://arts.wustl.edu/applied-linguistics-minor>

Faculty

Director

Cindy Brantmeier (<https://ias.wustl.edu/people/cindy-brantmeier/>)

Professor of Applied Linguistics, Global Studies, Education (by courtesy), Psychology (by courtesy), and Romance Languages (by courtesy)

Director and Advisor of Applied Linguistics
Faculty Fellow of International Research, Office of the Vice Chancellor for Research
PhD, Indiana University

Faculty

Joe Barcroft (<https://rl.wustl.edu/people/joe-barcroft/>)

Professor of Spanish and Second Language Acquisition
Director of the Summer Institute in Spain
PhD, University of Illinois at Urbana-Champaign

John Baugh (<https://psych.wustl.edu/people/john-baugh/>)

Professor of Psychology, Anthropology, Education, English, Linguistics, and African and African-American Studies
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania

Linling Gao-Miles (<https://ias.wustl.edu/people/linling-gao-miles/>)

Lecturer in Global Studies
PhD, Nagoya University, Japan

Mitchell Sommers (<https://psych.wustl.edu/people/mitchell-sommers/>)

Professor of Psychological & Brain Sciences
PhD, University of Michigan

Michael Strube (<https://psych.wustl.edu/people/michael-strube/>)

Professor of Psychological & Brain Sciences
Professor of Physical Therapy (School of Medicine)
PhD, University of Utah

Rebecca Treiman (<https://psych.wustl.edu/people/rebecca-treiman/>)

Professor of Psychological & Brain Sciences
Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences
PhD, University of Pennsylvania

Majors

There is no major in Applied Linguistics.

Minors

The Minor in Applied Linguistics

Units required: 18

This minor is composed of 18 credits that focus on the theoretical, empirical and practical foundations of teaching and learning languages. All participating students must have a declared primary major. Minors must receive a grade of C+ or higher in all Applied Linguistics courses; all courses taken for Applied Linguistics credit must be taken for a letter grade, including language courses.

Required Courses (taught in English unless otherwise indicated):

- The following courses:

Code	Title	Units
APL 4111	Linguistics and Language Learning	3
Ling 170D	Introduction to Linguistics	3

- One of the following courses focused on language acquisition:

Code	Title	Units
APL 4023	Second-Language Acquisition and Technology	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3
Ling 466	Second Language Acquisition	3
Span 3202	Debating Cultures: How Spanish Works	3
Span 370	Introduction to Hispanic Linguistics	3
Span 467	Grammar and Vocabulary Acquisition	3

- One of the following courses focused on language use:

Code	Title	Units
AFAS 210	The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective	3
Anthro 3386	Language, Culture and Society	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
Ling 263	Linguistics for Legal Purposes	3
Ling 339	Introduction to Sociolinguistics	3
Ling 341	Linguistic Diversity in the United States	3

Elective Courses:

- At least two of the following:

Code	Title	Units
AFAS 368	Emerging Africa: Language, Identity, and Social Change	3
APL 300	Independent Research Study	3
APL 400	Independent Research Study	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
Educ 304	Educational Psychology	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities	3
Educ 4014	Urban Education in Multiracial Societies	3
Educ 4055	Central Topics in Psychological Research on Teaching and Learning	3
Educ 4302	Cognitive Psychology Applied to Education	3
Educ 433	Complex Learning in Education	3
Educ 453B	Sociology of Education	3
Educ 481W	History of Education in the United States	3
Educ 5501	Contemporary Issues in the Psychological Science of Learning: Motivation and Emotion	3
E Lit 407	Old English, Introductory	3
E Lit 472	History of the English Language	3
GS 3248	Intercultural Communication	3
GS 3512	"Model Minority": The Asian American Experience	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Psych 315	Introduction to Social Psychology	3
Psych 358	Language Acquisition	3
Psych 4302	Cognitive Psychology Applied to Education	3
Psych 433	Psychology of Language	3
Span 417	Spanish Phonetics, Phonology and Dialectology	3
URST 400	Urban Education in Multiracial Societies	3

Under certain circumstances, students may count toward their minor in Applied Linguistics a limited number of relevant classes not listed above. Such circumstances include study abroad. Students are required to complete both Ling 170 and APL 4111 prior to applying for study abroad. Select study abroad programs are approved for the Applied Linguistics minor. A specific plan of study must be worked out in advance with the advisor in the Applied Linguistics program.

Courses

Applied Linguistics

Visit online course listings to view semester offerings for L92 Applied Linguistics (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L92&crslvl=1:4>).

L92 APL 300 Independent Research Study

Prerequisite: permission of the director of the applied linguistics program.

Credit 3 units.

L92 APL 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS

L92 APL 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured.

Offered fall and spring semesters.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L92 APL 315 Introduction to Social Psychology

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression & altruism, prejudice & stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. PREREQ: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L92 APL 3202 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation

and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes; disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Same as L38 Span 3202
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L92 APL 3248 Intercultural Communication

"Intercultural communication" and "cross-cultural communication" are interchangeable terms in referring to the field of studies covered in this course. We take a critical approach to topics or issues that emerge in intercultural settings, from verbal and non-verbal cues, tastes and smells, and signs and symbols, to perceptions of space, individualism and collectivism, and intercultural encounters in business or medical fields. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural difference and to develop critical skills of intercultural competence in an increasingly interconnected world.
Same as L97 GS 3248
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L92 APL 3386 Language, Culture and Society

Although this is an introductory course, students who have taken Linguistics 170D, namely, "Introduction to Linguistics", will benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which will introduce a combination of qualitative and quantitative linguistic research methods.
Same as L48 Anthro 3386
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L92 APL 3512 "Model Minority": The Asian-American Experience

This course explores the Asian-American experience revolving around the concept of the "model minority." It investigates the historical origins of this idea and reconsiders this concept in sociopolitical discourses as well as in everyday Asian-American lives. Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity of Asian Americans. It situates Asian-American experiences in the broader American -- and, at times, transnational, ethnoracial and sociopolitical -- context. The texts and discussions cover a wide range of topics and pressing issues, such as identity, race, and (pan-)ethnicity; culture and religion; gender and sexuality; masculinity and femininity; and notions of invisibility and marginalization.
Same as L97 GS 3512
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

L92 APL 358 Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B and Ling 170D.
Same as L33 Psych 358
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L92 APL 370 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages.
Same as L38 Span 370
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L92 APL 400 Independent Research Study

Prerequisite: permission of the director of the applied linguistics program.
Credit 3 units.

L92 APL 4023 Second-Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the

minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Credit 3 units. A&S IQ: SSC

L92 APL 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L92 APL 407 Old English, Introductory

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.

Same as L14 E Lit 407

Credit 3 units. Art: HUM

L92 APL 4111 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L92 APL 417 Spanish Phonetics, Phonology and Dialectology

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language

variation within the Spanish speaking world. Particular attention is devoted to language contact and bilingualism. Students will read in areas such as history, sociolinguistics, dialectology, and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Same as L38 Span 417

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L92 APL 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.

Same as L33 Psych 4302

Credit 3 units. A&S IQ: SSC EN: S

L92 APL 433 Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: Junior standing or L12 304.

Same as L12 Educ 433

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L92 APL 4330 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B

Same as L33 Psych 433

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L92 APL 453 Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Same as L12 Educ 453B

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L92 APL 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such as learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Same as L38 Span 467

Credit 3 units. A&S IQ: LCD BU: BA EN: H

L92 APL 4692 Reading Across Languages and Cultures: Theory, Research and Practice

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Credit 3 units. A&S IQ: SSC EN: S

L92 APL 472 History of the English Language

Concepts and methods of linguistic study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.

Same as L14 E Lit 472

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L92 APL 481 History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted.

Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L92 APL 5501 Contemporary Issues in the Psychological Science of Learning

The purpose of this course is provide a vehicle for students to explore contemporary issues in the psychological science of learning. The general topic of the course will rotate so that different contemporary issues can be explored from semester to semester. Potential topics include motivation and emotion, error-correction and conceptual change, and higher-order learning. Regardless of the topic, the majority of the course will be structured around discussing primary and secondary research articles. The main product of the course will be a research proposal in which students will identify a question, situate it within existing theory/research, describe the methodology to answer the question, and discuss the predicted results. The goal of the course is to provide students with opportunities to practice evaluating research and theories, designing research, communicating ideas both orally and in writing, and providing constructive criticism. Prerequisite: Graduate standing or permission of the instructor.

Same as L12 Educ 5501

Credit 3 units.

Arabic

The Department of Jewish, Islamic, and Middle Eastern Studies offers a major and a minor in Arabic. As majors in Arabic, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Middle Eastern history and civilizations.

Language Placement: Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended course. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

Phone: 314-935-8567

Email: jimes@wustl.edu

Website: <http://jimes.wustl.edu>

Faculty

Chair

Flora Cassen (<https://jimes.wustl.edu/people/flora-cassen/>)
Associate Professor of Jewish, Islamic, and Middle Eastern Studies and of History
PhD, New York University

Endowed Professor

Hillel J. Kieval (<https://jimes.wustl.edu/people/hillel-j-kieval/>)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors

Pamela Barmash (<https://jimes.wustl.edu/people/pamela-barmash/>)
Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Nancy E. Berg (<https://jimes.wustl.edu/people/nancy-berg/>)
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (<https://jimes.wustl.edu/people/martin-jacobs/>)
Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Erin McGlothlin (<https://jimes.wustl.edu/people/erin-mcglathlin-0/>)
Vice Dean of Undergraduate Affairs in Arts & Sciences
Professor of German and Jewish Studies
PhD, University of Virginia

Associate Professors

Nancy Reynolds (<https://jimes.wustl.edu/people/nancy-reynolds/>)
Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies
PhD, Stanford University

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)
Associate Professor of History
PhD, University of California

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)
Director of Undergraduate Studies
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professor

Aria Nakissa (<https://jimes.wustl.edu/people/aria-nakissa/>)
Director of Graduate Studies
Assistant Professor of Islamic Studies
PhD, Harvard University

Teaching Professor

Younasse Tarbouni (<https://jimes.wustl.edu/people/younasse-tarbouni/>)
Teaching Professor in Arabic
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

Senior Lecturer

Housni Bennis (<https://jimes.wustl.edu/people/housni-bennis/>)
Senior Lecturer in Arabic Language
MA, Washington University in St. Louis

Lecturers

Meera Jain (<https://jimes.wustl.edu/people/meera-jain/>)
Lecturer of Hindi
MArch, University of Texas at Austin

Sara Jay (<https://jimes.wustl.edu/people/sara-jay/>)
Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Toqeer Shah (<https://jimes.wustl.edu/people/toqeer-shah/>)
Lecturer of Urdu
MSc, University of Peshawar

Eyal Tamir (<https://jimes.wustl.edu/people/eyal-tamir/>)
Lecturer of Hebrew
PhD, University of Massachusetts, Amherst

Madhavi Verma (<https://jimes.wustl.edu/people/madhavi-verma/>)
Lecturer in Hindi Languages and Cultures
MA, Patna University

Noa Weinberg (<https://jimes.wustl.edu/people/noa-weinberg/>)
Lecturer of Hebrew
MA, Tel Aviv University

Teaching Fellow

Elai Rettig (<https://jimes.wustl.edu/people/elai-rettig/>)
Israel Institute Teaching Fellow
PhD, University of Haifa

Postdoctoral Fellow

Maxwell E. Greenberg (<https://jimes.wustl.edu/people/maxwell-e-greenberg/>)
Friedman Postdoctoral Fellow in Jewish Studies
PhD, University of California, Los Angeles

Postdoctoral Research Associates

Ayala Hendin (<https://jimes.wustl.edu/people/ayala-hendin/>)
PhD, Ben-Gurion University of the Negev

David H. Warren (<https://jimes.wustl.edu/people/david-h-warren/>)
PhD, University of Manchester

Endowed Professor — Affiliated

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)
Dunbar-Van Cleve Professor in Arts & Sciences
PhD, University of Chicago

Professors — Affiliated

Lois Beck (<https://anthropology.wustl.edu/people/lois-beck/>)
Professor of Sociocultural Anthropology
PhD, University of Chicago

Robert Canfield (<https://anthropology.wustl.edu/people/robert-canfield/>)
Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Michael Frachetti (<https://anthropology.wustl.edu/people/michael-frachetti/>)
Professor of Anthropology
PhD, University of Pennsylvania

Tabea Alexa Linhard (<https://rll.wustl.edu/people/tabea-alexa-linhard/>)
Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

Associate Professor — Affiliated

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)
Associate Professor of French and Global Studies
PhD, Harvard University

Majors

The Major in Arabic

Total units required: 24 advanced, in addition to prerequisites

Prerequisites:

- 100- and 200-level Arabic, by course work or by placement. (A student who skips the first four semesters of Arabic courses by placement must successfully complete Arab 3075 Third-Level Arabic I. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)

- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

Requirements:

- 12 credits in 300- and 400-level language courses
- 6 credits in other 300- and 400-level JIMES courses, distributed as the student wishes
- At least 3 credits in 300- and 400-level courses in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website (<https://jimes.wustl.edu/studyabroad/>).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

Minors

The Minor in Arabic

The minor in Arabic requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above. Students placing into Arab 208D Intermediate Arabic II or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

Total units required: 18, in addition to prerequisites

Language prerequisites:

- Arab 107D Beginning Arabic I and Arab 108D Beginning Arabic II, by course work or by placement

Language requirements:

- Arab 207D Intermediate Arabic I and Arab 208D Intermediate Arabic II, by course work or
- If placed into Arab 208D Intermediate Arabic II or above, two consecutive semesters of language instruction at Washington University

Required foundational course:

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

Electives:

- 9 credits of 300- or 400-level L49 Arabic or L75 JIMES courses, distributed as the student wishes

Additional Information

- **Pass/Fail:** No course taken pass/fail can count toward the minor.
- **Grades:** A grade of B- or higher must be earned in each language course in order to advance to the next level.
- **Study Abroad:** Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate study.
- **Back Credit:** Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Courses

Visit online course listings to view semester offerings for L49 Arab (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L49&crslvl=1:4>).

L49 Arab 107D Beginning Arabic I

This introduction to modern Arabic concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Students with previous Arabic language background must take a placement examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L49 Arab 108 Modern Hebrew for Arabic Speakers

Same as L74 HBRW 108
Credit 3 units. A&S IQ: LCD, LS BU: HUM

L49 Arab 108D Beginning Arabic II

Continuation of Beginning Arabic I. There is an emphasis on enhancing skills in the reading, writing, speaking, and aural comprehension of modern Arabic. Prerequisite: Grade of B- or better in L49 107D or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L49 Arab 207D Intermediate Arabic I

This course involves the study of the grammar of literary Arabic; the reading of annotated classical and modern prose texts; elementary composition; and practice in speaking and comprehending modern Arabic. Prerequisite: Grade of B- or better in L49 108D or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L49 Arab 208D Intermediate Arabic II

Continuation of Intermediate Arabic I. The course involves the study of the grammar of literary Arabic and the reading of annotated classical and modern prose texts; elementary composition; and practice in speaking and comprehending modern Arabic. Prerequisite: Grade of B- or better in L49 207D or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L49 Arab 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major

texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L49 Arab 210F Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history are balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L49 Arab 3075 Third-Level Arabic I

This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L49 Arab 3085 Third-Level Arabic II

This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L49 Arab 313C Islamic History: 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L49 Arab 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L49 Arab 325 Introduction to Arabic Literature

This course is a survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical, and Sufi poetry as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Note: L75 525 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L49 Arab 329C Middle Eastern Islamic Literatures in Translation

This course studies, in English translation, several great works of Islamic literature that still influence or reflect the ways in which we perceive Islamic culture today. We critically consider great and disparate literary works, originally written in a variety of languages including Arabic, Turkish and Persian and stretched from Spain to India, that share the common backdrop of an urban and educated milieu in which they were produced, widely read and circulated. The course aims at exploring the literary cultures in their historical and social context. Possible themes include court literature, politics, Sufi literature, history, theology and literature of romance. All readings are in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L49 Arab 352 Iraqi Literature

This course introduces students to major works in Iraqi literature in the 20th and 21st centuries, with a focus on the post-World War Two period up to the present day.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L49 Arab 396 Islamic Philosophy, Mysticism, and Theology

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities. Same as L23 Re St 396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L49 Arab 4001 Capstone Seminar

The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H

L49 Arab 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L49 Arab 4050 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L49 Arab 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH, IS EN: H

L49 Arab 407 Fourth-Level Arabic: Modern Literature

This course involves the focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize the following: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; and (4) building Arabic to English translation skills. Prerequisite: Grade of B- or better in L49 308D or L49 3085 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM
EN: H

L49 Arab 408 Fourth-Level Arabic: Classical Literature

This course provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamic intellectual traditions expressed in the Arabic language). Topics to be covered include pre-Islamic poetry, the Quran, hadith, Islamic law, Sufism, philosophy, natural science, and social thought. Students will be introduced to these topics through the focused reading and discussion of classical Arabic texts by key thinkers like al-abari, Ibn ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation. Prerequisite: Grade of B- or better in L49 308D or L49 3085 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM
EN: H

L49 Arab 465 Topics in Arabic

This course is an in-depth study of a particular segment of Arabic literature and/or culture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L49 Arab 4675 Beyond the Harem: Women, Gender, and Revolution

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L49 Arab 470 Topics in Classical Arabic Literature in Translation

Various themes in Arabic religious literature and Belles-Lettres (Adab), e.g., the intertwining of religion and politics, court culture and fashions, social critiques, gender roles, etc., are read in English.

Credit 3 units. Arch: HUM Art: HUM BU: ETH

L49 Arab 471 Topics in Modern Arabic Literature in Translation

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH EN: H

L49 Arab 488 Independent Work for Senior Honors

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

L49 Arab 489 Independent Work for Senior Honors

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

L49 Arab 497 Guided Readings in Arabic

Prerequisites: senior standing and permission of instructor and department chair.

Credit variable, maximum 5 units.

L49 Arab 498 Guided Readings in Arabic

Prerequisites: senior standing and permission of the instructor and the department chair.

Credit 3 units.

Archaeology

Archaeology provides the opportunity to investigate the material remains of past societies and cultures and the methods by which they are recovered, analyzed, interpreted and reconstructed.

Archaeologists investigate the entire human past, from the first evidence of tool use 3 million years ago to historical studies as recent as the 20th century. To provide a comprehensive understanding of archaeology, the program emphasizes two approaches: the humanistic, which is represented by classical archaeology, and the social scientific, which is represented by anthropological archaeology.

Archaeology students will encounter a range of specialties within the field, from topical studies in areas such as prehistoric pastoralism, hunter-and-gatherer societies, Mayan archaeology, and Greek and Roman archaeology to methodological approaches involving historical archaeology, ethnoarchaeology, zooarchaeology, paleoethnobotany, geoarchaeology, geographic information systems (GIS) and trace element analysis. A strength of this institution in anthropological archaeology is the focus on biologically based studies (paleoethnobotany, zooarchaeology and GIS) to investigate such questions as the origins of food production or complex societies. The strength of the classical archaeological program capitalizes on the use of ancient documents to investigate the more recent Eurasian human past.

While acquiring basic training in archaeology, students may choose to concentrate on a specific region, such as the Eastern Woodlands of the United States, the Andes, Mesoamerica, Africa, Central Asia, China or the Mediterranean world. Ancient and modern languages as well as history and art are essential for some areas of study. Students, in conjunction with their advisors, can identify a specialized set of courses that meet their goals.

Washington University archaeology faculty members are involved in research projects in many regions, such as Central Asia, Northern Africa, China, Greece, the Andes, the Mayan area, New Mexico and the Mississippi River valley. With a degree in archaeology, a graduate can work in academia, private consulting firms, government conservation and compliance agencies, and museums. Academic and museum positions generally require graduate-level training.

Contact:	Professor Sarah Baitzel
Phone:	314-935-5252
Email:	sbaitzel@wustl.edu
Website:	http://archaeology.artsci.wustl.edu

Faculty

Program Director

Sarah Baitzel (<https://anthropology.wustl.edu/people/sarah-baitzel/>)
PhD, University of California, San Diego
(Anthropology)

Endowed Professors

T.R. Kidder (<https://anthropology.wustl.edu/people/tristram-r-kidder/>)
Edward S. and Tedi Macias Professor in Arts & Sciences
PhD, Harvard University
(Anthropology)

Fiona Marshall (<https://anthropology.wustl.edu/people/fiona-marshall/>)
James W. and Jean L. Davis Professor in Arts & Sciences
PhD, University of California, Berkeley
(Anthropology)

Professors

David Freidel (<https://anthropology.wustl.edu/people/david-freidel/>)
PhD, Harvard University
(Anthropology)

Michael Frachetti (<https://anthropology.wustl.edu/people/michael-frachetti/>)
PhD, University of Pennsylvania
(Anthropology)

Associate Professor

Jennifer Smith (<https://eps.wustl.edu/people/jennifer-r-smith/>)
PhD, University of Pennsylvania
(Earth and Planetary Sciences)

Assistant Professors

Nicola Aravecchia (<https://classics.wustl.edu/people/nicola-aravecchia/>)
PhD, University of Minnesota
(Classics)

Nathaniel Jones (<http://arthistory.artsci.wustl.edu/people/nathaniel-jones/>)
PhD, Yale University
(Art History and Archaeology)

Xinyi Liu (<https://anthropology.wustl.edu/people/xinyi-liu/>)
PhD, University of Cambridge
(Anthropology)

Professors Emeriti

David L. Browman (<https://anthropology.wustl.edu/people/david-browman/>)
Professor Emeritus
PhD, Harvard University
(Anthropology)

Gayle Fritz (<https://anthropology.wustl.edu/people/gayle-fritz/>)
Professor Emerita
PhD, University of North Carolina at Chapel Hill
(Anthropology)

John Kelly
Senior Lecturer
PhD, University of Wisconsin-Madison
(Anthropology)

Susan Rotroff (<https://classics.wustl.edu/people/susan-rotroff/>)
Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University
(Classics)

Sarantis Symeonoglou
PhD, Columbia University
(Art History and Archaeology)

Patty Jo Watson (<https://anthropology.wustl.edu/people/patty-jo-watson/>)
Edward Mallinckrodt Distinguished University Professor Emerita
PhD, University of Chicago

Majors

The Major in Archaeology

During the 2022-23 academic year, the Interdisciplinary Program in Archaeology will continue to suspend declarations of the major due to a restructuring of the curriculum. For questions about majoring in anthropology with an emphasis in archaeology, please contact Professor Sarah Baitzel (<https://anthropology.wustl.edu/people/sarah-baitzel/>).

Total units required: 27

Required courses:

Code	Title	Units
ARC 190B	Introduction to Archaeology	3
ARC 200C	World Archaeology: Global Perspectives on the Past	3

Elective courses:

The major requires 21 advanced (300-/3000- or 400-/4000-level) units in addition to the two introductory courses. These 21 advanced units should be distributed among the offerings in anthropological archaeology and classical archaeology. Eligible courses for the major and minor can be found in the

course listings under the L52 ARC Archeology listings. All majors must also complete a supervised archaeological field school of six weeks (or the equivalent) that has been approved by the departmental director.

Additional Information

Internships/Research: The hands-on experience of archaeological fieldwork is particularly attractive to many students. Undergraduate majors in archaeology will complete at least one supervised field project, which is selected to best meet the student's long-term goals. Most field research projects are small, which allows students to work closely with faculty and staff. Recently, students have worked at excavations in such diverse areas as Ireland, France, Kazakhstan, Greece, Israel, China, Japan, Guatemala, Bolivia, the U.S. Southwest, and Cahokia, Illinois. Students focusing on North American archaeology often take an internship at one of the local private firms to gain experience in contract archaeology. Undergraduate participation in research is encouraged, particularly for students working on Senior Honors theses.

Senior Honors: Archaeology majors are encouraged to work for Senior Honors, for which students may apply during the junior or senior year. Acceptance into the program is based on previous academic performance, a proposal accepted by an archaeology faculty member who agrees to supervise the honors research, and approval of the archaeology program director. The honors thesis will be evaluated by a three-member faculty committee.

Study Abroad: In addition to field schools in the summer, many students — particularly those focusing in classical archaeology — also opt to take a semester abroad.

Minors

The Minor in Archaeology

During the 2022-23 academic year, the Interdisciplinary Program in Archaeology will continue to suspend declarations of the minor due to a restructuring of the curriculum. For questions about studying anthropology with an emphasis in archaeology, please contact Professor Sarah Baitzel (<https://anthropology.wustl.edu/people/sarah-baitzel/>).

Units required: 15

Required courses: The minor in the Interdisciplinary Program in Archaeology requires the completion of 15 course credits. The minor should include one of the two introductory courses (ARC 190B Introduction to Archaeology or ARC 200C World Archaeology: Global Perspectives on the Past) and at least 12 advanced units from 300- and 400-level courses. Eligible courses for the major and minor can be found in the course listings under the L52 ARC Archeology listings.

Additional Information

The archaeology minor is usually fulfilled by a concentration in either humanistic or social science course work. Thus, the minor will satisfy the Humanities or the Social and Behavioral Sciences distribution area, depending on which courses the minor includes.

Courses

Visit online course listings to view semester offerings for L52 ARC (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L52&crslvl=1:4>).

L52 ARC 130 First-Year Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Same as L48 Anthro 130

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

L52 ARC 190B Introduction to Archaeology

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.

Same as L48 Anthro 190B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L52 ARC 200C World Archaeology: Global Perspectives on the Past

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every

corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L52 ARC 300 Internship in Archaeology

Internship with an archaeological project or organization where the primary objective is to obtain professional experience outside of the classroom. Student must have a faculty sponsor and a site or project supervisor. Prerequisites: open only to Archaeology majors with junior standing and permission of department.

Credit variable, maximum 3 units.

L52 ARC 310C Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

L52 ARC 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Same as L48 Anthro 3122

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L52 ARC 314B Prehistory of North America

An archaeological perspective on the deep histories of Indigenous peoples in North America. From the initial colonization of the continent 13,000 years ago to European contact in the 16th Century, we illuminate the ancestral peoples and places of contemporary Indigenous Tribes and Nations.

Same as L48 Anthro 314B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA
EN: S

L52 ARC 3163 Archaeology of China: Food and People

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast-moving subject, with advances in methods and theories as well as changes in key perceptions. In this context, the beginning

and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of the domestication of plants and animals in various regions of China during the Holocene period. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why are the Chinese ways of living and eating different from those of the West? How were production and consumption in China shaped by food globalization in prehistory?

Same as L48 Anthro 3163

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L52 ARC 3182 Ancient Africa: Social Mosaics and Environmental Challenges

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 M.Y. to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socioeconomic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe, and Jenne Jenno. Course format is lecture and discussion. There are two midterms and students are expected to participate in interactive stone tool use, rock art creation, and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.

Same as L48 Anthro 3182

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L52 ARC 330 Experimental Archaeology

Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate. The class will be working with the most tangible materials recovered from archaeological contexts, that is stone and pottery. After reviewing the history of experimentation in archaeological investigations we will turn to the material record. This will be followed in our initial weeks of setting up the experiments and how they will be used to compare with available data sets derived from archaeological contexts. As part of the class we will take several field trips to areas where materials exist in a natural setting. Each class member will select a specific material for the focus of their experiments. In the end students will produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.

Same as L48 Anthro 330

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L52 ARC 3304 Bones to Behavior: Undergraduate Research in the Lab and at the Zoo

We undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the Saint Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey — the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we meet once a week for 2.5 hours in the zooarchaeology laboratory. In the second half of the semester, we no longer meet in the lab, and each student spends two mornings of their choice per week at the Saint Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays and Sundays are included as choices of days. Permission of instructor is required.

Same as L48 Anthro 3304

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

L52 ARC 3305 Bones to Behavior II

In this class, students undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and, in collaboration with the Saint Louis Zoo, participate in behavioral studies of the ancestor of the donkey — the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 2,000 to 12,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester, students meet once a week for 2.5 hours in the zooarchaeological laboratory. In the second half of the semester, we meet twice a week in the laboratory or at the zoo. Location depends on projects selected for study. Permission of instructor is required. May be repeated for credit.

Same as L48 Anthro 3305

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L52 ARC 331 Greek Art and Archaeology

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Same as L01 Art-Arch 331

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L52 ARC 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya

glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L52 ARC 3369 Underwater Archaeology

Survey of the history, techniques and results of underwater excavation worldwide, with emphasis on the ancient Mediterranean. Prerequisite: ARC 190 or ARC 200, or permission of instructor.

Credit 3 units. BU: HUM

L52 ARC 345E The Art and Archaeology of Ancient China

Same as Art-Arch 345E(Q)

Credit 3 units. BU: IS

L52 ARC 3461 Native Americans at Westward Expansion

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Same as L48 Anthro 3461

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

L52 ARC 347B Ancient Mound Builders of the Mississippi Valley

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Same as L48 Anthro 347B

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L52 ARC 3617 Past and Present Cultural Environments

Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence, and limitations. Beyond subsistence, environment and the "natural world" play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals, and the environment; and environmental politics.

Same as L48 Anthro 3617

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L52 ARC 3693 Anthropology of Death, Mourning and Burial

This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology, and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies are used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices also are conceptualized based on religion and secularity, social organization and biological approaches (e.g., paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide also are addressed. This course helps train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.

Same as L48 Anthro 3693

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L52 ARC 373 Introduction to GIS for Anthropologists

Use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS, but also the methodologies and tools used to collect and analyze spatial data. Students will gain expertise engaging with data situated across a number spatial scales, from households, communities and cities to landscapes, nation-states, and global phenomena.

Same as L48 Anthro 373

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L52 ARC 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon, and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S UColl: CD

L52 ARC 376 Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course covers a large geographic and temporal span, but it is not about memorizing lists of dates and places or putting dots on a map — it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course covers four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.

Same as L48 Anthro 376

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L52 ARC 3775 Ancient Eurasia and the New Silk Roads

This course explores the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Same as L48 Anthro 3775

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

L52 ARC 399 Undergraduate Teaching Assistant

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

L52 ARC 4020 Jerusalem, The Holy City

An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity and Islam — through a study of archaeology, history, literature, politics and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic, and Middle Eastern Studies. During winter break, the class goes to Jerusalem as part of the course.

Student portion of travel costs TBA. Students unable to make the trip receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic, and Middle Eastern Studies. Others may enroll with instructor's permission.
Same as L75 JIMES 4020
Credit 5 units. EN: H

L52 ARC 403 Culture and History of the Southwestern United States

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies are discussed.

Same as L48 Anthro 403

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L52 ARC 420 The Plundered Past: Archaeology's Challenges in the Modern World

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L52 ARC 421 Minoan and Mycenaean Archaeology

Same as Art-Arch 421

Credit 3 units.

L52 ARC 4212 Advanced Methods in Paleoethnobotany

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation and reporting of data.

Prerequisite: Anthro 4211 or permission of instructor.

Same as L48 Anthro 4212

Credit 3 units. A&S IQ: SSC Art: SSC

L52 ARC 4214 The Archaeology of Food and Drink

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students will explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Same as L48 Anthro 4214

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L52 ARC 426 Ancient Athens

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Prerequisite: Classics 345C, Classics 350 or permission of instructor.

Same as L08 Classics 426

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

L52 ARC 4285 Environmental Archaeology

This course intends to introduce students to lines of evidence used in the interpretation of past landscapes, to discuss how we can conceptualize changing human ecological relations, and to consider how we can identify the influence that humans have on their environment. Special emphasis is placed on human-animal-plant relations using case studies from around the world. Combining both lecture and seminar sessions, this course aims to ensure that students are aware of several of the basic methods of bioarchaeological and palaeoenvironmental reconstruction as well as the application of these methods to the interpretation of past landscapes and human impacts on them.

Same as L48 Anthro 4285

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L52 ARC 4375 Ancient Greek Sculpture in Context

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course focuses on original works of art of the Archaic and Classical periods (600–300 BCE), placing emphasis on how study of their contexts — the places in which they were produced, displayed and found — contributes to our understanding of their place in the ancient world. Background material, which is covered at the beginning of the semester, includes the origins of monumental Greek

sculpture at the beginning of the Archaic period (late 7th to early 6th century BCE), and the stylistic development of the Archaic and Classical periods. We then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prerequisite: Art-Arch 331 or permission of the instructor.

Same as L01 Art-Arch 4375

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L52 ARC 4393 The Archaeology of Trade and Exchange

Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade. This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency and resistance. It also examines the immaterial exchange of ideas, perceptions and values that alter concepts of identity, space and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.

Same as L48 Anthro 4393

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

L52 ARC 4561 Ceramic Analysis

This course presents the methods, techniques, and models for analyzing archaeological ceramics. Students will learn how ceramic artifacts are used by archaeologists to reconstruct social practices of the past, including economics, politics, religion/ritual, migration, social organization, and so on. Students will be trained in both qualitative and quantitative methods of analyzing ceramics and ceramic assemblages. While these methods are applicable to the archaeology of societies across the world, students will specifically conduct hands-on analyses of archaeological collections from the St. Louis/Midwestern U.S. region. Prerequisite: At least one archaeology course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L52 ARC 4562 Artifact Analysis: Mississippian Cultures

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.

Same as L48 Anthro 4562

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L52 ARC 4565 Biomolecular Archaeology: Are You What You Eat?

A revolution is underway in archaeology. Working at the cutting edge of isotopic and genetic technologies, researchers have been probing the building blocks of ancient proteins, life-DNA, fats and microfossils - to rewrite our understanding of the past. Their discoveries and analyses have helped revise the human genealogical tree and answer such questions as: Are you what

you eat? How different are we from the Neanderthals? Who first domesticated plants and animals? What was life like for our ancestors? In this class, we will address those fundamental issues to understanding human nature. Here is science at its most engaging.

Same as L48 Anthro 4565

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L52 ARC 4655 New Advances in Archaeology

Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. This course we focus on contemporary developments in archaeology, with an emphasis on current trends in theory, method and discovery. The objectives of the course are to place emerging trends in archaeological research in a historical context, to understand new methods, and to explore how various theoretical approaches influence the conduct of archaeological research around the globe.

Same as L48 Anthro 4655

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L52 ARC 4661 Historical Archaeology

This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Same as L48 Anthro 4661

Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM

L52 ARC 4682 Ethnoarchaeology

Ethnoarchaeologists use studies of aspects of the present to strengthen archaeological interpretation. Since archaeologists do not usually study words, we need to understand relations between human actions and the material record. In this course, we will explore ethnoarchaeological studies of a wide range of topics, from how things are made to what they mean or how we might think differently about the past. Student presentations, class readings, and discussions will examine topics that might include whether reindeer herders think of their animals as domestic or wild; how Australian Aboriginal peoples have or have not used dingoes for hunting; the role of feasts in society; how to make and find beer, ceramics, stone tools, and beads; or how to smelt iron. Ways that the decoration and construction of pots signify ethnic boundaries or what a mother-in-law teaches a new bride have seen famous ethnoarchaeological studies. We can discuss any aspect of archaeology, and we will pick topics that fit students' interests and the questions that they would like to pursue in their papers and presentations.

Same as L48 Anthro 4682

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L52 ARC 4752 Practicing Archaeology

Credit 3 units. EN: S

L52 ARC 4761 Pleistocene Peopling of Eurasia

The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.

Same as L48 Anthro 4761

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L52 ARC 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity, characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class explores the phenomenon of domestication, and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We focus on how and why domestication occurred, and factors that influenced its spread, and interactions between late hunter-gatherers and early pastoralists, and intersections with complex societies of the Nile. We also look at the contributions of Africa to understanding pathways to food production world wide.

Same as L48 Anthro 4771

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L52 ARC 4792 The Many Paths Leading Toward the Creation of the Ancient City

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past, many scholars have argued that market economies and state-level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state-level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?

Same as L48 Anthro 4792

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L52 ARC 480 Roman Coins and Their Stories

This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and

we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture.

Same as L08 Classics 480

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM EN: H

L52 ARC 4803 Advanced GIS Modeling and Landscape Analysis

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct and analyze this relationship in a virtual environment.

Same as L48 Anthro 4803

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L52 ARC 481 Zooarchaeology

Archaeologists use ancient objects or material culture to study all of the human past, in its length and diversity. To do this, we have to reconstruct human actions from the things people made and used and the impacts that they had on the environment. Since the 1960's archaeologists have turned in an increasingly systematic way to aspects of the way people relate to material culture in the present, as sources for analogies for interpreting aspects of the past. Ethnographic field studies designed with archaeological problems in mind have become more common, and have contributed substantially to archaeological interpretation. Questions such as how archaeological sites form, and interpretation of changing human diets, human adaptations to challenging environments, how people domesticated plants and animals, the nature of human foodways, gender roles, the spread of food production or ritual and burial practices have all been informed by ethnoarchaeological studies. We will look at ethnoarchaeological approaches to the interpretation of many different categories of archeological data including: lithics, ceramics, house structures, and rock art and discuss a wide variety of archaeological topics to which ethnoarchaeological approaches have been applied. The areas that we focus on will depend on the topics in which the class is most interested.

Same as L48 Anthro 481

Credit 3 units. A&S IQ: NSM Arch: NSM, NSM Art: NSM

L52 ARC 482 Experimental Zooarchaeology

Same as Anthro 482

Credit 3 units.

L52 ARC 489 Pathways to Domestication

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.

Same as L48 Anthro 489

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L52 ARC 4892 Hunter-Gatherer Socioeconomic Variation

This class will explore the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the last 20,000 years. We will discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We will examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa and Australia, and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production. Same as L48 Anthro 4892

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L52 ARC 489W Seminar: Pathways to Domestication

The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food. We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of Anthro 489 Seminar: Pathways to Domestication. Same as L48 Anthro 489W

Same as L48 Anthro 489W

Credit 3 units. A&S IQ: SSC, WI EN: S

L52 ARC 491 Archaeological Research

Undergraduate research experience sponsored by one of the archaeology staff. May be taken more than once for credit. Prerequisite: permission of the faculty member under whom the research will be done.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

L52 ARC 492 Independent Studies

Supervised independent research. For advanced undergraduates only. Prerequisite: permission of the faculty member under whom the work will be done.

Credit variable, maximum 3 units.

L52 ARC 493 Honors Thesis

Limited to students accepted into the honors program.

Prerequisite: permission of department.

Credit 3 units. EN: S

L52 ARC 497 Senior Project

Designed for majors in Archaeology who have not satisfied their college capstone experience in another manner, or who are not satisfying this requirement through ARC 493 Honors Thesis. This course involves a structured research assignment, internship, fieldwork or independent project under the supervision of one of the department's faculty. Limited to students in the junior level and above. Permission of instructor who will supervise the work is required.

Credit variable, maximum 3 units. EN: S

L52 ARC 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred. Same as L01 Art-Arch 4975

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L52 ARC 498 Intensive Writing Course: Archaeology

Designed for majors who have not satisfied their college writing requirement in another fashion. This course ordinarily is taken in tandem with another 300- or 400-level course in Archaeology, with the required permission to enroll granted by the instructor in that course. The student prepares a portfolio of papers, which undergo revision and rewriting, as assigned by that course instructor. In some cases, this writing-intensive course may be taken as an independent study course with one of the Archaeology professors. This latter option requires permission of both the department and the instructor. When the course is integrated with another 300- or 400-level course, credit is limited to 1 unit. If taken as an independent study course, credit is no more than 3 units. Permission of instructor required; limited to juniors and seniors.

Credit variable, maximum 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

Art History and Archaeology

Art history provides the opportunity to explore the fine arts, architecture and visual culture as well as the social, aesthetic and personal values that helped to shape these disciplines.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on American, Asian and European art as well as world archaeology. In more advanced courses, students enjoy studying original works of art owned by Washington University's Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Arts Foundation, and local private collectors. Students are also invited on annual field trips organized by the faculty to visit cities with major museum collections.

A variety of career paths are available to majors in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations and other arts-related organizations.

Contact: Sarah Weinman
Phone: 314-935-5270
Email: artarch@wustl.edu
Website: <https://arthistory.wustl.edu/>

Faculty

Chair

Elizabeth C. Childs (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs/>)

Etta and Mark Steinberg Professor of Art History
PhD, Columbia University

Endowed Professors

Claudia Swan (<https://arthistory.wustl.edu/people/claudia-swan/>)

Mark Steinberg Weil Professor in Art History & Archaeology
PhD, Columbia University

William E. Wallace (<http://arthistory.artsci.wustl.edu/people/william-wallace/>)

Barbara Murphy Bryant Distinguished Professor of Art History
PhD, Columbia University

Professors

John Klein (<http://arthistory.artsci.wustl.edu/people/john-klein/>)

PhD, Columbia University

Angela Miller (<http://arthistory.artsci.wustl.edu/people/angela-miller/>)

PhD, Yale University

Associate Professors

Nathaniel Jones (<http://arthistory.artsci.wustl.edu/people/nathaniel-jones/>)

PhD, Yale University

Kristina Kleutghen (<http://arthistory.artsci.wustl.edu/people/kristina-kleutghen/>)

David W. Mesker Associate Professor
PhD, Harvard University

Ila Sheren (<http://arthistory.artsci.wustl.edu/people/ila-sheren/>)

PhD, Massachusetts Institute of Technology

Assistant Professor

Nicola Aravecchia (<http://arthistory.artsci.wustl.edu/people/nicola-aravecchia/>)

PhD, University of Minnesota

Lecturer

Esther Gabel (<https://arthistory.wustl.edu/people/esther-gabel/>)

PhD, University of Cambridge

Etta Steinberg Postdoctoral Fellow

Maggie Crosland (2021-2023)

PhD, Courtauld Institute of Art

Affiliated Faculty

David Freidel (<https://anthropology.wustl.edu/people/david-freidel/>)

Professor of Archaeology, Department of Anthropology
PhD, Harvard University

Rebecca Messbarger (<https://rll.wustl.edu/people/rebecca-messbarger/>)

Professor of Italian; History; and Women, Gender and Sexuality Studies
PhD, University of Chicago

Eric Mumford (http://samfoxschool.wustl.edu/portfolios/faculty/eric_mumford/)

Rebecca and John Voyles Professor of Architecture
PhD, Princeton University

Professors Emeriti

Susan Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University

Sarantis Symeonoglou

PhD, Columbia University

Mark S. Weil

E. Desmond Lee Professor Emeritus
PhD, Columbia University

Mark S. Weil passed away at his home in Jamestown, Rhode Island, on November 18, 2021. He was 82. Professor Weil's obituary (<https://source.wustl.edu/2021/11/obituary-mark-s-weil-emeritus-professor-of-art-history-82/>) appears in the WashU publication *The Source*.

Affiliated Directors and Curators, Mildred Lane Kemper Art Museum, Washington University

Sabine Eckmann

Director and Chief Curator
PhD, University of Erlangen–Nürnberg

Meredith Malone
Curator
PhD, University of Pennsylvania

Affiliated Curators, Saint Louis Art Museum

Nichole Bridges
PhD, University of Wisconsin–Madison

David Conradsen
MA, University of Delaware

Philip Hu
MA, Institute of Fine Arts, New York University

Simon Kelly
PhD, University of Oxford

Hannah Klemm
PhD, University of Chicago

Clare Kobasa
PhD, Columbia University

Eric Lutz
PhD, University of California, Santa Barbara

Judith Mann
PhD, Washington University in St. Louis

Alexander Brier Marr
PhD, University of Rochester

Melissa Wolfe
PhD, Ohio State University

Elizabeth Wyckoff
PhD, Columbia University

Affiliated Directors and Curators, Pulitzer Arts Foundation

Cara Starke
Director
MA, Williams College

Tamara Schenkenberg
Curator
PhD, University of Wisconsin–Madison

Stephanie Weissberg
Curator
MA, New York University

Majors

The Major in Art History and Archaeology

Total units required: 30 (33 for those students undertaking Senior Honors)

The Department of Art History & Archaeology welcomes students who wish to pursue a major in Art History & Archaeology. Students who declare the major must satisfy the requirements listed below to qualify for graduation.

Introductory courses:

All majors must take two courses from a menu of Introductory Courses at the 100 and 200 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.* No specific course is mandatory for students in Arts & Sciences.**

- Art-Arch 113 History of Western Art, Architecture & Design*** and Art-Arch 215 Introduction to Modern Art, Architecture and Design will be offered every fall and spring, respectively.
- Art-Arch 111 Introduction to Asian Art, Art-Arch 232 Myths and Monuments of Antiquity, and Art-Arch 236 Cities and Towns of the Ancient World will be offered at least once every other year.
- This list will be augmented by a rotation of 100-level First-Year Seminars and 200-level Sophomore Seminars (currently in development), as well as other 200-level courses with broad regional, temporal, or topical coverage.*

* Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.

** Art-Arch 113 History of Western Art, Architecture & Design and Art-Arch 215 Introduction to Modern Art, Architecture and Design are mandatory only for students in the Sam Fox School.

*** A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

Major credit units:

All majors must take at least 8 upper-level (300 or 400 level) Art History & Archaeology courses (24 credit units). Two of these courses must be at the 400 level and taken with different faculty members. Students in Arts & Sciences, Business, and Engineering may substitute one Sam Fox School studio art course of 3 or more credits (taken at any level at WashU or at another institution with prior permission) for a 300-level course. This option, which can be taken pass/fail, is meant to encourage a student's exploration and understanding of the practice of making art. We strongly encourage students to take studio art courses above and beyond all requirements for the art history major.

- Any course taken outside the university, including study abroad courses, must receive prior approval from the study abroad advisor, as appropriate. Only two courses (6 credits) can be transferred into the major.
- No internship credit may be applied to the major (internship credits do count toward graduation, however).
- Courses for the major may not be taken with the pass/fail or credit/no credit option (with the exception of the one studio art course).

Distribution and credit:

Majors must take at least one upper-level course in three of the following six broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Cross-Cultural Exchange (CCE)

ARC 200 Introduction to World Archaeology does not count toward the Ancient and Medieval distribution but may count toward the major.

Courses for the major may not be taken with the pass/fail or credit/no credit option. Students must earn a grade of C- or better in all courses for them to apply toward major requirements.

- Art-Arch 215 Introduction to Modern Art, Architecture and Design may count toward the Modern distribution.

Capstone experience:

Seminars are considered the capstone experience for majors in Art History & Archaeology. Seminars are listed as 400-level courses; they consist of small enrollments, and they focus on discussion and research projects. Majors must take two seminars that are home-based in the Department of Art History & Archaeology (cross-listed courses based in other departments or schools, even if they are listed as 400-level courses, may count toward the major but will not count as seminars for this purpose). Lecture courses at the 300 level usually serve as prerequisites for seminars. The two required seminars should be taken with different faculty members, although they may both be in the same distribution area. Seminars are usually taken during the senior year, but they may also be taken during the junior year if the student has the preparation appropriate for the course. We recommend that only one seminar be taken at a time. **Note:** Neither Art-Arch 4900 Independent Study and Research nor Art-Arch 499 Honors Art History and Archaeology fulfill the seminar requirement.

Languages and fine arts:

Students contemplating graduate study in Art History & Archaeology are urged to complete significant course work in foreign languages. There is no specific language requirement for the undergraduate major, although we encourage minors in foreign languages or double majors in foreign languages and Art History & Archaeology.

Additional Information

Internships: Internships in the curatorial and education departments of local museums, arts organizations and commercial galleries are available to undergraduate Art History & Archaeology majors. Students may enroll in up to 6 credit units of a voluntary or paid internship. Such internships provide invaluable experience and may help lead to employment opportunities after graduation. These internship credits are credit/no credit and cannot be counted toward the major, but they do count toward general graduation credits. Students seeking academic credit should make arrangements with the department before the internship begins. Students may pursue up to 6 units of internship credit working in the arts community. Please review the Guidelines for Art History & Archaeology Majors Considering Internships (PDF) (http://bulletin.wustl.edu/undergrad/artsci/arhistoryandarchaeology/guidelines_department_internships_10_22_15_wew.pdf) for further details.

Study Abroad: Students interested in a study abroad program should consult with both the departmental study abroad advisor and Overseas Programs (<https://overseas.wustl.edu/>) as early as possible. Summer, semester and year-long programs are all possible. Majors are expected to take their two capstone seminars on campus, usually during the senior year. On occasion, a seminar of exceptional rigor — such as those at University College London and Utrecht University, in particular — may be proposed as a substitute. However, the credit will only be granted once the course is complete and the syllabus and research paper(s) have been reviewed and approved by the study abroad advisor (and perhaps by relevant faculty). Students are therefore advised that they should not assume that any seminar course taken while on study abroad will count toward this requirement when planning their course program. Students are further reminded that at least 15 credits of their major course work must be completed in residence at Washington University and that the final 30 units of their BA degree must be earned on campus as well.

Latin Honors: Exceptional students may be considered for Latin Honors in the major. Honors in Art History & Archaeology will be awarded to seniors who have completed the major with an average grade-point average of 3.65 or better in advanced (300- and 400-level) courses in the major; who have achieved at least a 3.65 overall cumulative GPA; and who have satisfactorily completed the honors thesis outlined in the Guidelines for Latin Honors in Art History & Archaeology. Interested students should begin discussing topics with potential faculty advisors before

the end of their junior year. Latin Honors are now assigned by the College of Arts & Sciences and not by the department. For details, please consult the Undergraduate Honors Guidelines (<https://arthistory.wustl.edu/undergraduate-honors-guidelines/>) on the departmental website.

The Senior Honors Thesis is conducted over the course of the academic year under the supervision of a faculty member and entails the completion of two independent courses. In the fall, the student enrolls in Art-Arch 499 Honors Art History and Archaeology. With the permission of the student's thesis advisor, the student will complete the thesis in the spring, enrolling again in Art-Arch 499. Only one semester of Art-Arch 499 (3 units) counts toward the 24 upper-level credit requirements, and it does not fulfill either of the two capstone seminar courses. The second semester of Art-Arch 499 is taken as an additional course beyond the usual major requirements; students writing the Honors Thesis complete a total of 33 credits for the major rather than the typical 30 credits. Students planning to write a Senior Honors Thesis should make every effort to complete one 400-level seminar course by the end of their junior year.

Minors

The Minor in Art History and Archaeology

Total units required: 18

The Department of Art History & Archaeology welcomes students who wish to pursue a minor in Art History & Archaeology. Students who choose the minor must complete two courses at the introductory level and four courses at the advanced level. These courses may not be taken with the pass/fail or credit/no credit grading option. Students must earn a grade of C- or better in all courses.

Introductory courses:

All minors must take two courses from a menu of Introductory Courses at 100 and 200 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.* No specific course is mandatory for students in Arts & Sciences.**

- Art-Arch 113 History of Western Art, Architecture & Design*** and Art-Arch 215 Introduction to Modern Art, Architecture and Design will be offered every fall and spring, respectively.
- Art-Arch 111 Introduction to Asian Art, Art-Arch 232 Myths and Monuments of Antiquity, and Art-Arch 236 Cities and Towns of the Ancient World will be offered at least once every other year.

- This list will be augmented by a rotation of 100-level First-Year Seminars and 200-level Sophomore Seminars (currently in development), as well as other 200-level courses with broad regional, temporal, or topical coverage.*

- * Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.
- ** Art-Arch 113 History of Western Art, Architecture & Design and Art-Arch 215 Introduction to Modern Art, Architecture and Design are mandatory only for students in the Sam Fox School.
- *** A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

Upper-level courses:

Minors must take at least four upper-level (300 or 400 level) Art History & Archaeology courses (12 credits). At least one upper-level course must be taken in two of the following six broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Cross-Cultural Exchange (CCE)

Additional Information

- Students may opt to take a seminar at the 400 level, but it should build upon a 300-level course in a related field; alternatively, students should complete the proper prerequisites or have the permission of the instructor. In cases of overenrollment in seminars, priority will be given to majors over minors, including majors who have been waitlisted.
- Courses in other departments (including courses in the Sam Fox School) do not count toward the minor unless they are cross-listed as Art History & Archaeology courses at the 300 level or above.
- At least two of the 300-level courses must be completed in residence at Washington University.
- No internship credit may be applied to the minor. (Internship credits do count toward graduation, however.)

Courses

Visit online course listings to view semester offerings for L01 Art-Arch (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L01&crslvl=1:4>).

L01 Art-Arch 1002 Colloquium: How to Work with Art

This course offers an introduction to the many different ways we interact with art in our daily lives, and explores a spectrum of ways in which we all "work with art," whether as a student on campus or as a career. Learn to articulate an argument based on visual evidence, with case studies drawn from around the world and across millennia. Issues examined will include public art and monument removal, looting and repatriation, Nazi-era provenance, conservation and curatorial practices, legal issues, art investment, and more. Very light course preparation such as short videos, blog posts, podcasts, and newspaper articles provided the basis for weekly discussion. Biweekly guest speakers will offer professional insights from different fields in conversation with students. This discussed-based class is aimed at students who want to learn more about how to look at and think about art in the twenty-first century globalized world, and learn how to apply those skills to diverse careers including business, law, medicine, academia, museums, and more. Prerequisite: none.

Credit 1 unit. Art: AH

L01 Art-Arch 1040 First-Year Seminar: The Trojan War in Myth, Art, and Reality

The Trojan War was one of the most significant events in the history of the world. It was also, almost certainly, fictional. The goal of this class will be to examine the wide-ranging and varied evidence for the story of the Trojan War and its long-lasting cultural influence, from antiquity to the present day. Ultimately, we will seek to understand how every reflection on the Trojan War as a past event - whether poetic, artistic, or archaeological - has also been a reflection of a contemporary society - Iron Age Greece, Imperial Rome, Modern Europe - and an attempt to situate that society within a global history. In doing so, the class will also address questions of pressing contemporary relevance: including how civilizations form and collapse, how fact and fiction are intertwined in the construction of civic and ethnic identities, and how certain kinds of evidence may be alternately privileged or suppressed in the creation of historical narratives. Prerequisites: none

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS

L01 Art-Arch 106 First-Year Seminar: Van Gogh and the Avant Garde

This first-year seminar focuses on the art and career of Vincent Van Gogh and his relationship to artists of the 1880s in France. We explore his art in connection with the movements of Impressionism, Japonism and Symbolism. We examine the avant-garde world of Paris as well as Van Gogh's relationship to such figures as Gauguin, Bernard, and Toulouse-Lautrec. The larger current of fin-de-siecle nostalgia for the countryside informs our study of Van Gogh's work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the Saint Louis Art Museum will complement our study. Readings include the artist's letters, critical studies, and biographies of Van Gogh and key figures in his circle. There are no prerequisites for this course, but completion of L01 113 or co-enrollment in L01 215 is recommended.

Credit 3 units. A&S: FYS Art: AH BU: HUM

L01 Art-Arch 107 First-Year Seminar: Public Art/Art and Its Publics in St. Louis

The course considers the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation is to inquire into the conditions that seem to be necessary for visual art to be considered public. So we consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. After studying aspects of the history of public art, we proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the MetroLink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This leads us, finally, to theorize the function of public art in a variety of contemporary forms. Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which acquaint students with procedures in arts administration.

Credit 3 units. A&S: FYS Art: AH BU: HUM EN: H

L01 Art-Arch 1071 First-Year Seminar: Whose Art Is It Anyway?: St. Louis Art Museums and Their Audiences

Art museums in the United States today face a daunting set of challenges: budget shortfalls, a lack of diversity with regard to both staff and collections, and maintaining visibility in an inundated, ever-changing virtual world. These struggles are undoubtedly unique to an era defined by COVID-19 and Black Lives Matter, but at their core they are long-standing debates about audience, accessibility, and function. What is a museum's mission? To preserve art or serve the community? Which communities does the museum serve? What is the museum's relationship to power and nationhood? What are the politics and ethics of collecting objects of art, culture, and nature? How is a museum's mission reflected in its architecture? This first-year seminar offers an opportunity to consider such issues within the context of art museums across St. Louis. Through weekly discussions and in-person visits, students will become acquainted with foundational texts in museum theory and history, then apply those ideas to local art institutions. Although art museums are our particular focus, the ideas and issues are relevant to a variety of collecting institutions, from history to the biological sciences. This course is therefore useful to any student interested in art history and museums, as well as those seeking a better understanding of the St. Louis region.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L01 Art-Arch 1075 First-Year Seminar: What's New? Contemporary Art in St. Louis and Beyond

This course will introduce a broad range of practices within the field of contemporary art (i.e., art of the last two to three decades), paying particular attention to museum collections and exhibitions in St. Louis at the Kemper Art Museum, the Saint Louis Art Museum, the Contemporary Art Museum, the Pulitzer Foundation for the Arts, and the Museum of Contemporary Religious Art. Works in both new and traditional media will be discussed and will range from photography and sculpture to installation, performance, film, and mixed media. Readings will include artist statements, theoretical texts, art criticism, and

art historical essays. Students with little or no background in art history are encouraged to register. Class meetings will be complemented by local field trips and visits to the studios of local artists.

Credit 3 units. A&S: FYS A&S IQ: HUM Art: AH BU: HUM EN: H

L01 Art-Arch 1076 A Big Beautiful Wall: Contemporary Art of the U.S.-Mexico Border and Beyond

Over the course of the last U.S. election cycle, the nation's border with Mexico proved to be a galvanizing issue. The exhortation to build a "big, beautiful wall," however, is nothing new in the history of U.S.-Mexican international relations. Since its establishment by the 1853 Gadsden Purchase, the border has loomed large in both the U.S. and Mexican cultural imaginaries, and in the post-Chicano period, spurring the production of politically engaged art. This course considers the U.S.-Mexico border and its artistic production in-depth, as well as the art of other border regions around the world.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HT Art: AH BU: HUM, IS EN: H

L01 Art-Arch 1095 First-Year Seminar: Art in the Golden Age of Venice

The art and architecture of Venice are inextricably linked to the city's distinct sociopolitical structure, cultural past, and geography. This freshman seminar will consider the arts in Renaissance Venice within the city's unique context. Exploring the influence of the "Myth of Venice," we will examine the styles of painting, sculpture, and architecture that were specific to Venice — and very different from contemporaneous developments in Rome or Florence. We will also study the unique physical characteristics of Venice, its economy and society, its political and religious life, and its cultural culture. We will also learn about its food and music while we study the magnificent works of its most celebrated artists, including Titian, Tintoretto and Veronese, to name a few. The course will address issues such as the family workshop, the introduction of oil paint, the role of antiquity in a city without ancient ruins, domesticity, and the ceiling painting. From the private patronage of its confraternities, or scuole, to public programs sponsored by the Great Council, the course will examine the reflections of the "ideal state" in the art and architecture of the Serenissima, the most serene Republic. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

L01 Art-Arch 1096 First-Year Seminar: Spectacle! Popular Entertainment in Ancient Greece and Rome

The grand spectacles of the Greco-Roman world still resonate today as some of the most familiar and celebrated images of antiquity, including Athenian tragedy, the Olympic Games, chariot-racing, and gladiatorial combat, among many other forms of visually arresting rituals staged before public audiences. In this seminar students will analyze a range of paintings, mosaics, sculpture, coins, graffiti and other media depicting these spectacular performances, as well as their specific archaeological and cultural contexts, in order to reach a better understanding of how each society defined themselves through such complex and ephemeral phenomena. Drawing on recent work in history, media studies, and political theory, we will also explore together scholarly debates about the function of spectacles in each society, from moral instruction or expressions of communal identity to social control or negotiations for power.

By the end of the semester students will be equipped to compare the highly artificial and theatrical aesthetics characteristic of Julio-Claudian Rome with spectacular modes of expression in our own age of mass production and global telecommunications, including modern protest movements and blockbuster films such as *Ben-Hur* and *Gladiator*.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

L01 Art-Arch 111 Introduction to Asian Art

Beginning with the birth of the Buddha and continuing through the present, this course introduces the most influential art and architecture from all across Asia. Each class covers both historic and modern works to emphasize the continuing dialogue between past and present in Asian art today. Classroom lectures; smaller, bi-weekly discussion sections. No prerequisite.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, HUM BU: HUM, IS EN: H UColl: CD

L01 Art-Arch 113 History of Western Art, Architecture & Design

This course presents a history of the visual arts -- including architecture, sculpture, painting, and design -- from the ancient world to the present, with emphasis on the relationship of art to society and to political and cultural events. Classroom lectures and smaller, biweekly discussion sections.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

L01 Art-Arch 1135 First-Year Seminar: The World of Cleopatra

Cleopatra — the last queen of ancient Egypt — captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: CPSC BU: IS EN: H

L01 Art-Arch 116 Pompeii: Uncovering the Past

This course examines the Roman city of Pompeii from archaeological, art historical and literary perspectives. Topics include the city's public spaces and religious sanctuaries, its grand mansions and common houses, its political systems and leisure activities. Class discussions probe the problems inherent in the interpretation of a city captured in a moment of crisis, and how ancient literary tropes have affected our understanding of

the archaeological remains. Students also investigate modern interpretations of the site in the form of novels, exhibitions and documentaries. Freshmen and sophomores only. No prerequisites.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

L01 Art-Arch 118 Introduction to Illuminated Manuscripts

Illuminated manuscripts are some of the most complex, intriguing, and beautiful works of art to survive from the medieval period. Not only were they often hugely expensive and highly prized by their owners, but they are also some of the most illuminating (pun intended) documents regarding artist production, patronage, devotion, and transmission of knowledge in the period we roughly define as the Middle Ages. The goal of this course is to investigate the history of illuminated manuscript production between the years 800 and 1500. However, this course intentionally takes a non-chronological approach to the study of these objects, to more comprehensively explore connections across time, geography, technical practices, and patronage circles. It similarly aims to look broadly across Christian, Jewish, and Islamic traditions. This course will investigate this material through engagement with primary sources, workshops on the physical aspects of making manuscripts, visits to Special Collections and the Saint Louis Art Museum's Print Study Room. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the field of manuscript studies. No prerequisite. Note: this course is for first-year non-transfer students only

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 125 First-Year Seminar: Body Images in the Ancient Americas

In this seminar, students will examine how the human body was understood, manipulated, and represented in a variety of ancient American cultures, including the Olmec, Maya, Aztec, Moche, and Inka. Through analysis of various arts (e.g., stone sculpture, ceramics, murals, metalwork, textiles, architecture) and archaeological evidence, we will explore the physical body as locus for culturally specific ideals, political ideologies, and the maintenance of social order. Discussion and scholarly readings will cover topics including facial piercing, cranial modification, bloodletting, costume, gender, and disease. Assignments and class meetings will incorporate multisensory, digital, and active learning methods in recognition of the diverse ways that individuals and ancient cultures accumulated knowledge. The course includes an in-depth research project of an object of the student's choice on view at the Saint Louis Art Museum.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA EN: H

L01 Art-Arch 1250 St. Louis and the Documentary Image

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to

visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

L01 Art-Arch 144 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

L01 Art-Arch 146 First-Year Seminar: Beijing and the Forbidden City

The Forbidden City has been the heart of Beijing for nearly six hundred years, and continues to influence both China and its capital today. Through art, architecture, and urban design, this seminar examines the intertwined relationship of the palace and its surrounding city: their origins and constructions, the coded symbolisms of their plans, their most influential characters, their modern identities as the backdrops to major political events, and their roles in contemporary art and the Olympics. This discussion-based seminar also aims to help students develop their skills in writing and critical analysis as a foundation for future classes. No previous experience with Art History or Asian Studies required. Course is for first-year students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

L01 Art-Arch 175 Mythologies of Modern Art: Fact, Fiction and Film

The history of art -- and its translation into other media -- has celebrated the cutting-edge, the experimental, and the controversial, especially in its examination of modern artists and their work. This course introduces students to the life and work of modern artists Paul Gauguin, Vincent van Gogh, Paul Cézanne, Henri Matisse, and Pablo Picasso. From this introduction, students will then interrogate the representation of these artists' lives and works in multiple media, including fiction literature and film. This course includes visits to the Saint Louis Art Museum and required film screenings. Students will work to collaboratively transform their research into a dramatization of two artists' lives and works as part of their final project.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 185 First-Year Seminar: American Monuments: Memory, Identity, and Ideology

This seminar examines public monuments in the United States through the lenses of collective memory, identity, and ideology. It surveys an evolving tradition from Americans' early and short-lived reluctance to fund public monuments — John Quincy Adams famously declared that "democracy has no monuments" — up to the recent controversies over Confederate monuments. The course defines "monument" broadly to encompass a range of commemorative forms, including traditional structures like statues, arches, and obelisks; utilitarian "living memorials" like parks and libraries; and "countermonuments" that challenge core premises of the monument, such as its fixed meaning and permanence. Readings and class discussions will explore how these projects have shaped Americans' cultural beliefs and social relations as well as how they failed to achieve consensus or to reconcile the diverse and competing points of view of varied groups and individuals. We will interrogate the impact of monuments on the nation's historically disempowered communities, including those of African Americans, Native Americans, women, immigrants, and the poor. We will also consider more inclusive modern memorials and evaluate strategies for grappling with outmoded monuments in changing times. This course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

L01 Art-Arch 190B Introduction to Archaeology

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future. Same as L48 Anthro 190B
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L01 Art-Arch 214 American Art and Material Culture of the Gilded Age

This sophomore seminar explores American art and material culture from the aftermath of the Civil War to the dawn of the 20th century. Readings and classroom discussions consider the interplay between artworks and complex cultural and historical developments of the period, including the rise of international travel and trade, rapid industrialization and urbanization, mass consumerism, growing income inequality, immigration, the crisis of faith, the closing of the West, and the changing status of women and African Americans. Key artists to be considered include James McNeill Whistler, John Singer Sargent, William Merritt Chase, Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner. We will end the semester with a sustained consideration of the work of Winslow Homer, in which major concerns of the Gilded Age — about truth and falsehood, the boundaries of citizenship, and the power of art — converge. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 215 Introduction to Modern Art, Architecture and Design

This course provides an introduction to major developments in modern art, architecture and design in Europe, the Americas, and across the globe, from the mid-19th century to the present. Focus will be on the history and theories of modernism and its international legacies as well as the relationship of the visual arts, architecture and visual culture more generally to the social, cultural and political contexts of the modern era. Although the precise topics covered may vary from one instructor to another, foundational movements and trends to be discussed will typically include the Beaux-Arts style, the Arts and Crafts Movement, Impressionism, Symbolism, Art Nouveau, Cubism, Dada, Surrealism, Purism, Art Deco, the Bauhaus, the International Style, Abstract Expressionism, Pop Art, Minimalism and Post-Modernism. Cross-currents in various media will be emphasized as we seek to understand the origins and complexity of modern visual forms in relation to political and cultural history and to critical theory. Students will engage a wide range of readings in historical sources; theories composed by artists, architects and designers; critical responses to the arts; and secondary critical literature. Classroom lectures; smaller biweekly discussion sections.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

L01 Art-Arch 232 Myths and Monuments of Antiquity

An introduction to the ancient world (circa 3500 BC to AD 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 236 Cities and Towns of the Ancient World

This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations constructed and used space in order to shape social relations. The course will also highlight the available evidence of monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

L01 Art-Arch 238 Gothic Art: Patronage, Piety, and Power

In the twelfth century, a new style of art and architecture flourished in Europe. Known since the sixteenth century as the Gothic, this aesthetic pervaded visual culture from towering architecture to stained glass, monumental sculpture, panel paintings, and jewelry. Primarily focusing on art made in Northern Europe, this course explores the making of images in the period 1200 to 1500 and how issues of patronage, devotion, political power, and collaboration were part of this process. In addition to serving as a foundation in the history of medieval art, this course also functions as an introduction to art-historical method. Attention will be paid to the cultivation of visual analysis skills and academic writing, as well as the synthesis of course themes through the final "Virtual Exhibition" project. Prerequisites: none
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS

L01 Art-Arch 280 Picturing Race

This course offers an introduction to the cultural roots of cultural roots of modern Western conceptions of race and of racism. It traces a history of visual constructions of race and ethnicity in Europe and America-by way of paintings, sculpture, prints, caricature, photography, public art, maps, and other forms of visual depiction of racial difference. Together we analyze visual representations of race and racial difference from their origins in the classical Mediterranean world to the present. How have images of racial difference been produced, circulated, and understood in different historical periods and according to western notions of beauty and the ideal? How does visualization relate to concepts and practices and politics? Readings, discussion, and visual and critical analyses are formulated to consider how visual cultures of race have been shaped by the histories of colonization, enslavement, nation-building, and immigration. From the fine arts to popular imagery and public monuments, we aim to trace how the visual construction of race has translated human difference into hierarchies of power. Prerequisites: none
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: AH, HUM BU: BA EN: H

L01 Art-Arch 290 Latinx Art

What is Latinx art? This seemingly simple question holds a number of complicated, contradictory answers. Latinx art is art created by (and often for) Latinx communities in the United States, but who determines the scope of representation? Is Jean-Michel Basquiat, the famed Haitian-Puerto Rican-American of 1980s NYC, a Latino artist? How about the Cuban-born Ana Mendieta, who lived and worked primarily in the United States? This course will consider who gets counted as Latinx in the art world and why. Topics covered include the Chicano/a movement in the 1970s, the Border Art movement in the 1980s and 1990s, the rise of "multiculturalist" rhetoric in the United States, and the contemporary global art market and its relationship to the category "Latinx." We will also consider issues of gender, sexuality and race, as they pertain to Latinx artists. This is an introductory course, and requires no prior knowledge of Art History or Latinx Studies. Prerequisites: none
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM

L01 Art-Arch 299 Internship in the Art Community

Prerequisite: a major or minor in art history; permission of the undergraduate adviser requested in advance; and a letter from the sponsoring institution stating the nature of the internship.

Credit variable, maximum 3 units.

L01 Art-Arch 3001 Writing Intensive Topics

TBD
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 307 Northern Renaissance Art

A survey of the major artistic developments in Northern Europe, ca. 1400–1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination and architecture in social, political and religious contexts. The major artists covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch and Pieter Bruegel the Elder.
Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 3090 African Art in Context: Patronage, Globalisms, and Inventiveness

This course offers an introduction to principal visual arts from Africa, prehistoric to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding and social history. Theoretical perspectives on the collection, appropriation and exhibition of African arts in Europe and North America will be examined. Course work will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H UColl: CD

L01 Art-Arch 311C Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed. Same as L48 Anthro 310C
Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

L01 Art-Arch 320 Independent Study

This course permits students to pursue upper-level research and reading programs with individual faculty at the 300-level. Credit variable, maximum 6 units.

L01 Art-Arch 3212 Art & Archaeology of Cleopatra's Egypt

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L01 Art-Arch 325 Pompeii: Cultural Mosaic of the Ancient Mediterranean

This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 326 Archaeology of Roman Slavery

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L01 Art-Arch 331 Greek Art and Archaeology

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3330 Greek and Roman Painting

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor. Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3412 Japanese Art

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture and print culture, the course also explores the tea ceremony, fashion, calligraphy, garden design and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art. Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 3415 Early Chinese Art: From Human Sacrifice to the Silk Road

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3422 Art of the Islamic World

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H
UColl: CD

L01 Art-Arch 3425 Classical to Contemporary Chinese Art

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 3426 Modern & Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3442 Chinese Painting, Then and Now

Tracing the unbroken history of Chinese painting from the first through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3482 The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3533 Pilgrimage and the Medieval City

In this course we will explore one of the primary ways people traversed Europe and beyond: pilgrimage. Specifically, this course will explore the material culture of pilgrimage in the context of the urban environment, considering the role of art in guiding, encouraging, and visualizing pilgrimage to and through some of the important religious centers in the medieval Christian world. We will begin in Jerusalem and move outwards to Constantinople as a gateway to holy sites across the Byzantine Empire. We will then move to Paris and London to explore the different ways that pilgrimage could be undertaken, both physically and in the mind's eye. Finally, we will move to the conceptual, considering how the Heavenly Jerusalem was manifested in art and architecture across the medieval world.

This course will investigate this subject through engagement with primary sources, object-focused study, and visits to the Saint Louis Art Museum. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the history of medieval art. Emphasis will lie in critical interpretation and analysis, in engaging in rigorous class discussion, and in writing coherently at a high academic level. Prerequisite: any 100- or 200-level course in art history

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L01 Art-Arch 3545 The Art and Architecture of Ancient Mesoamerica: Objects of Ritual, Places of Power

This course will examine the artistic and architectural achievements of the civilizations of ancient Mesoamerica, a cultural region that covers most of modern-day Mexico, Guatemala, Belize, and Honduras. From the emergence of complex societies during the second millennium BC through the rise of the spectacular cities of the Maya and ending with the violent fall of the Aztec Empire in the 16th century AD, rulers of ancient Mesoamerica relied on a consistent set of themes, images, and media to proclaim their religious and political authority. This course will explore how artists, farmers, priests, elites, kings, and other community members created a vast array of images and objects that expressed cultural ideals, political and religious narratives, and distinct ethnic and civic identities. Prerequisites: L01 113; A46 200; L48 335; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3549 The Art of Mexico: From Aztec to Contemporary

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

L01 Art-Arch 360 Renaissance Architecture

The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of 15th-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti and Andrea Palladio.

Credit 3 units. Art: AH, GFAH BU: HUM

L01 Art-Arch 3602 Italian Renaissance and Baroque Architecture

This course will survey the development of architecture in Italy from 1400 to 1700. From long-established medieval models, we will explore the reintroduction and reinterpretation of Antiquity from the late 14th century onward. The course will then explore how these foundational Renaissance ideals evolved to become Mannerism and found their ultimate expression in Bernini's

Baroque. Following a chronological progression, the course will address the structures and theories of the period through its leading architects: Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini, among others. The course will explore a wide range of architectural types, from the centralized church to private palaces and villas. Further themes to be considered will include the development of the architect as a professional, regional styles and their relationship with antiquity, patterns of patronage, and the interior. Prerequisite: L01 113.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 361 Art of the Early Italian Renaissance

This course is a survey of Italian Renaissance art, from its origins to the end of the 15th century. It includes an examination of artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci. Prerequisite: L01 113.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3612 Rome in the Renaissance

Renaissance Rome, called by many the Caput Mundi or capital of the world, was the cultural capitol of Europe. It was a tumultuous, vibrant city characterized by ancient structures, medieval foundations and new artistic and architectural projects that were bigger and more luxurious than anywhere else in Europe. These new structures and masterpieces were incorporated into, and built on top of, the extant classical and medieval city. We will take a journey through the Renaissance city, using Andrea Palladio's two guidebooks of Rome, written in the 1550s. Maps, guides and artists' renderings of the city will contribute to the journey. We will discuss chapels, churches, palaces, monuments and piazzas as we encounter them. In addition to works of art and architecture, we will encounter legends (ranging from feasible to preposterous) and popular traditions associated with specific sites. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3634 Pleasure and Pain: European Fashion as (Art) History

In the words of Louis XIV, "Fashion is the mirror of history. It reflects political, social and economic changes, rather than mere whimsy." This course will survey the history of dress in early modern Europe, using art and material culture to explore the relationship between society and style. Beginning with the Renaissance, we will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. To incorporate a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics, and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples as we explore the art and history of European fashion from the 15th to the early 19th century. This course is open to students who have previously taken or are currently enrolled in Intro to Western Art. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: BA, HUM, IS EN: H

L01 Art-Arch 365 Baroque Art

This course is a survey of the development of painting and sculpture in 17th-century Europe. Emphasis is on the works of Caravaggio, Bernini, Poussin, Rubens, Rembrandt, and Velázquez. Prerequisite: L01 113 or permission of department. Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3655 The Baroque: Art in an Age of Crisis

The late 16th century was a time of crisis and conflict, and change echoed across Europe and its empires. Religious reform, scientific discovery, and political upheaval shook the foundations of early modern society. Yet from this turbulent time, an era of extraordinary artistic achievement emerged, defined by a dynamic new visual language. This course will examine how "the Baroque" became a global language, from its early beginnings in Rome to Spain, France, Flanders and the Dutch Republic, even extending beyond the borders of Europe to Asia and the Americas. In addition to studying leading artists such as Caravaggio, Bernini, Rubens, Vermeer and Velázquez, important themes to be considered will include space and spectacle in urban planning; the mundane and profane in still life and genre; collections and curios; the church triumphant; and the portrait. Prerequisite: Intro to Western Art (L01 113).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3671 Michelangelo: Painter, Sculptor, Architect

This course presents an examination of the life, work, and time of Michelangelo. It considers the artist's painting, sculpture, and architecture in relation to his contemporaries and to the broad historical, political, and artistic currents of his day. Prerequisite: L01 113.

Credit 3 units. Art: AH BU: HUM

L01 Art-Arch 3682 Mirrors of Nature, Dreams of Art: Northern Renaissance Art

This course surveys the visual culture of the Netherlands and Germany from approximately 1400 to 1550: from Burgundian court culture around the time of Jan van Eyck to the fantastic works of Hieronymus Bosch to the international renown of imperial artist Albrecht Durer and later Flemish urban culture as represented by Pieter Brueghel the Elder. Works in a variety of media will be presented in light of broader consideration of the role of art within devotional practice and the Reformation, courtly culture and the cultivation of artistic imagination, and the rise of print and "popular" culture. We will consider the power of images to mediate religious experience; the representation of folly and death; the social position of the artist; and the relevance of naturalism. We will also survey the predominant interpretive models that have been developed to analyze the significance of these works. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3683 Global Baroque: Art and World-Making

Europe and along Eurasian contact routes between 1500 and 1700 is a primary focus. The course will open with an examination of the significance of the early modern category of "the exotic" and the role of the exotic or foreign in shaping artistic and collecting practices during a period that tends to be studied with Europe at the center of the world. Throughout the semester, we will explore different modalities of "otherness," and

the political stakes of representations of self and other within the context of early modern empire- and nation-building. We will analyze paintings, prints, drawings, sculptural objects, naturalia, featherwork, ceramics, porcelain, and textiles alongside primary sources, early modern history and art history, cultural and material history, the history of science, and maritime and diplomatic history. The course attends to the atrocities of slavery in the early modern world and trace the relationship of enslavement to procuring and appreciation of exotic materials. Lectures will incorporate contemporary art (installations, photography, collage, and painting) that actively engages the modern era. The course involves close study of works of art in local collections, and will include visits to the Saint Louis Art Museum, where students will be introduced to the extraordinary holdings, in particular the Phoebe Dent Weil and Mark S. Weil collection of early modern prints, drawings, and sculpture.

Prerequisites: One 100- or 200-level course in Art History; or permission of the instructor

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS

L01 Art-Arch 370 The American West: The Image In History

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM

L01 Art-Arch 371 American Art to 1900

This course is a survey of the broad social, cultural, and nationalist themes in the visual arts from European contact with the New World to 1900. Topics include the encounter of New World cultures with European colonizers and the ongoing relationship between America and Europe; the changing image of the artist; and the role of art in the formation of national identity. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3712 Art and Culture in America's Gilded Age

This course covers developments in American culture from the end of the Civil War to the turn of the century, including the novels, buildings, images, and public and private spaces of this transitional period. The Gilded Age was a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience will be addressed. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, and Louis Tiffany.

Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

L01 Art-Arch 372 American Art to 1970

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising.

Credit 3 units. A&S IQ: HUM Arch: SSC Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 376 American Modernism, 1900-1940

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life, and what was its impact on design, photography, and advertising? In addition to the fine arts, we will look at popular media, film, and photography. Lecture/discussion. Prerequisite: L01 215 or permission of instructor.

Credit 3 units. A&S IQ: HUM, WI Art: AH, HUM BU: ETH, HUM

L01 Art-Arch 3782 Modern Art 1905-1960

This course investigates topics in European painting, sculpture, architecture, photography, and film. Lectures and readings will address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus, and Art Brut. Prerequisite: L01 215 or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

L01 Art-Arch 3783 The Modernist Project: Art in Europe and the United States, 1905-1980

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 3785 Photography in America

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 3795 Global Contemporary Photography

This course explores contemporary photographic traditions from around the world. We begin by grappling with a few of the theoretical issues that lie at the heart of the medium's power, such as the aura of a photograph and its potential evidentiary value. We examine how photography emerged as distinct from other artistic forms such as painting and was deployed in unique ways across the globe to assert power, counter claims of hegemony, and express identity. The scope of the class is not limited to high-art photography, but also explores the family photography and vernacular traditions, focusing on a range of genres including portraiture, narrative, and performance. Finally, we end by exploring how contemporary photographers have stretched the potential of the medium by experimenting with digital technology and non-traditional modes of display. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3815 Rococo to Revolution: Art in 18th-Century Europe

The Long 18th Century serves as a bridge between two fundamentally different times. The Europe of 1700 was dominated by absolutism and the ancien régime. The Europe of 1800 was in an age of revolution. This course will explore the dramatic shift in artistic representation and individual self-conception that occurred throughout the century to usher in our modern age. Important topics to be considered include: the rise of the Academy; the Enlightenment and the Encyclopédie; the Grand Tour; Art and Science; and the French Revolution. Focusing on the development of artistic trends, the course will address transformations in painting, sculpture and architecture throughout Europe.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3830 Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, and Visual Cult

Topic varies. See semester course listings for current offering. Same as L77 WGSS 383

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: AH, GFAH, HUM BU: BA EN: H

L01 Art-Arch 3831 Art in the Age of Revolution: 1789–1848

This course covers European painting, sculpture, and printmaking from the French Revolution to the mid-19th century. French, English, German, and Spanish artists are discussed in a social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of Classicism and Romanticism, the rise of history painting, and the development of Realism in both landscape and genre painting are also addressed. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. Art: AH BU: HUM

L01 Art-Arch 3833 Realism and Impressionism

This course examines the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues to be explored include the breakdown of

academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisites: L01 113 and L01 215 or permission of instructor.

Credit 3 units. Art: AH BU: HUM

L01 Art-Arch 3836 The Art Museum from the Louvre (Paris) to the Louvre Abu Dhabi

This course explores the cultural politics of modern and contemporary art museums in the nexus of London-Paris-New York from the late 18th century to today. It analyzes important works of art collected, displayed, and studied in the museum context as well as the politics, philosophies, and people who shaped the history of modern and contemporary art via museums and exhibitions. Students will interrogate institutions and spaces that condition the experience and reception of modern and contemporary art. Prerequisites: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 3838 Modern Art in Fin-de-Siècle Europe, 1880–1907

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the reevaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, and Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, and Renoir). We will consider cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

L01 Art-Arch 3862 The Mediterranean and French Modernism

This course surveys the development of the Mediterranean region as an important site of modernist artistic practice. Among the artists considered are Pierre-Auguste Renoir, Henri Matisse, Pablo Picasso, Marc Chagall and Yves Klein. Excursions to museums and other artistic sites.

Credit 1 unit. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

L01 Art-Arch 3874 The Modern and Contemporary Art Market, 1863 - Present

The modern and contemporary art market is a strange and irrational entity, seemingly ungoverned by traditional economic laws of supply and demand. In 2019, *Rabbit*, a sculpture by Jeff Koons, sold for \$91.1 million at auction, setting a record for the most expensive artwork by a living artist ever sold. A few months later, at the Art Basel Miami Beach art fair, Maurizio Cattelan's *Comedian*, an installation artwork featuring a fresh banana duct-taped to a wall, sold for \$120,000. More than just a source for headlines, today's art market is also a growing art historical subfield, one that offers crucial insight into artistic production, shifts in the sociopolitical landscape, and even the practice of art history itself. This course offers a historical overview of the modern and contemporary art market, from 1863 to the present.

In this thematic survey, students will chart the art market's development by examining key concepts, personalities, and events, including the 1863 Paris Salon des Refusés, the Galerie Durand-Ruel and Impressionism, the avant-garde myth, Nazi-era art crime, the 1997 Sensation exhibition, and international biennials. Students will also become acquainted with basic art market research methods and resources. Prerequisites: Any 100- or 200-level course in art history; L01 215, Intro to Modern Art, recommended; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements — with substantial cross-transmission between Europe and the United States — will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 3877 Cubism and Its Global Legacies

During the early 20th century, Cubism marked a radical break in the European representation of three-dimensional space in painting through a bold reconsideration of atmospheric and linear perspective. Early Cubists such as Pablo Picasso achieved this formal breakthrough in part through studying African and Oceanic art. Between the summer of 1908 -- when Braque and Picasso developed the style collaboratively in France -- and the advent of WWI in the summer of 1914, Cubism became the most influential style in the international art world. This course examines the development of Cubism in France, and it analyzes how artists throughout Europe and the world adapted Cubism for their own purposes. Of particular interest will be how artists from outside Europe and the United States have responded to Cubism's appropriation of non-Western art. Class format is lecture and discussion. Prerequisites: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L01 Art-Arch 388 Contemporary Art

This course is a survey of global contemporary art from 1970 to the present. Topics include happenings, minimalism, body art, and neo-expressionism as well as their placement in their social and political contexts. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3884 Modern Design and Modern Culture

This course explores key issues of modernity (industrialization, consumerism, mass culture, nationalism, etc.) through the study of material culture. Focusing primarily on modern design in Europe and North America from William Morris to Charles Eames and Aleksandr Rodchenko to Bruce Mau, we examine major developments in design thinking and practice as both reactive to and generative of broader political, economic, and social concerns. The course is organized around important and influential exhibitions, from World's Fairs to storefront shows, where design professionals, institutions, and publics came together to reflect on topics of urgency, identify alternatives, and imagine the implications of design on everyday life. Wherever possible, class discussions/lectures and assignments make use of objects and archives in area collections. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215) or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L01 Art-Arch 3888 Museum Theory and Practice

This course explores the history of fine art museums and related debates on the nature of collecting and modes of display. Using historical and theoretical texts as well as select case studies, we will focus on how the evolving structure and mission of the museum impact our understanding of art. Topics will include the Renaissance "cabinet of curiosities," the Salon controlled by the French Academy, the rise of the modern art museum, and the proliferation of contemporary curatorial strategies in today's global art world. In addition to the study of the history of exhibitions and the role of the museum, the course will investigate the various jobs and responsibilities that people hold within museums. Guest speakers will include members of the curatorial, publications, registration, education, and installation staff at the Mildred Lane Kemper Art Museum. We will also take advantage of exhibitions and permanent collection displays at the Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Foundation for the Arts, and the Contemporary Art Museum. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3892 Modern Sculpture: Canova to Koons

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3972 Alterna-Art

Can contemporary art be truly alternative? What does the term even mean, when the channels for distributing art are available to all? This course presents a survey of art created outside of institutions and official channels. Students are exposed to a variety of different media, from graffiti and muralism to performance and internet art. The course also deals with questions of agency, "authenticity," and co-optation of street art by commercial means. Classes consist of a hybrid lecture/discussion format with weekly readings. Prerequisites: Intro to Western, Intro to Modern or permission of the instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L01 Art-Arch 3973 New Media, New Technologies

In the summer of 2013, Random International's "Rain Room" was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but it also raises questions as to the uses of technology in contemporary art and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course will consider technological developments in modern and contemporary art -- including photography, video and new media, and digital and Internet art -- as well as forays into new technology that blur the lines between art and science. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L01 Art-Arch 3975 Art and Activism

This course will examine political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and to encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, HUM BU: HUM EN: H

L01 Art-Arch 4000 Topics in Art History and Archaeology

Prerequisites: L01 113, L01 215; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4002 The Decorative Aesthetic in Modernism, 1860–1960

In the criticism of modern art, "decoration" and "decorative" have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space and delight the eye. However, in the late 19th century, these terms carried important cultural value and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications.

This course will investigate decoration and theories of "the decorative" in modern art in Europe and the United States, with special attention paid to the evolution of ideas of modernism in both two-dimensional and three-dimensional environments. We will also consider some of the political meanings that may be borne by both public mural painting and domestic decoration as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock, and Shapiro. Prerequisites: L01 215, any 300-level course in Art History, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 4015 Theories of Modern Art and Architecture

This course will present theories of art and architecture from the 19th to the 21st centuries in their historical contexts through a set of in-depth investigations of selected topics. Some knowledge of history and theory is integral to contemporary understandings of the disciplines of art, art history, and architecture. To foster a historical understanding of theories of modern art and architecture, we will discuss a selection of key texts, divided into three sections: theoretical sources of modern art and architectural history in the 19th century; theories of modernism, from the formalist to the Marxist; and postmodern critiques of modernism, in such areas as feminist theory and poststructuralism. Class visits to Sullivan and Adler's Wainwright Building (1890-91), Saarinen's Arch at the Jefferson National Expansion Memorial (completed 1964), Ando's Pulitzer Foundation for the Arts (2001), and Maki's Kemper Museum of Art (2006) will be integral to the work of the course. Prerequisite: Either L01 113 or L01 215 plus any 300-level course in art history, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4045 Beyond Painting: Innovation in Prints and Sculpture in Early Modern Europe

Prints and sculpture are frequently overlooked in the study of early modern European art, yet the issues they raise are critical to our understanding of the period. Both categories, too often seen as secondary to painting, entail frequently complex technical and intellectual innovations that were fundamental to their time. This course will focus on these two important media in order to offer a fuller and richer picture of how artists of the Renaissance and baroque periods reinterpreted and expanded their visual vocabularies in response to, and in participation with, changing technologies and ideologies. Beyond Painting is based on direct interaction with works of art with the aim of facilitating enhanced looking and evaluation skills essential to the study of art history. Held at the Saint Louis Art Museum, each session will focus on the Museum's collection as well as the objects in the exhibition "Learning to See: Renaissance and Baroque Masterworks from the Phoebe Dent Weil and Mark S. Weil Collection." Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4230 The Reception of Egypt in the Graeco-Roman World

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.

Same as L08 Classics 4230

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L01 Art-Arch 4235 Rome in Egypt: The Archaeology of an Oasis City

This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring cities in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L01 Art-Arch 428 The Invention of the Image: From Classical Art History to Modern Visual Studies

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we also carry out an historiographical survey of

the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215); one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 429 Art and Death in Ancient Rome

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased -- of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large -- stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L01 Art-Arch 430 Topics in Northern Renaissance Art

Credit 3 units. Art: AH

L01 Art-Arch 4375 Ancient Greek Sculpture in Context

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course focuses on original works of art of the Archaic and Classical periods (600--300 BCE), placing emphasis on how study of their contexts -- the places in which they were produced, displayed and found -- contributes to our understanding of their place in the ancient world. Background material, which is covered at the beginning of the semester, includes the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th to early 6th century BCE), and the stylistic development of the Archaic and Classical periods. We then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prerequisite: Art-Arch 331 or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4376 Pictorial Illusion in the Ancient Mediterranean

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane.

The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visuality, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L01 Art-Arch 439 Greek Art in Rome: Discourse, Dedication and Reflection

Throughout the modern period, Ancient Greek art has been perceived as a genuinely original and creative tradition in which both individual artists and regional schools made some of the most significant advances in the long development of European art. Roman art, by contrast, has been seen as derivative and secondary; Johann Joachim Winckelmann, the founder of modern art history, classified it among the "style of the imitators." However, this traditional dichotomy rests in large part on the Romans' own reactions to their encounters with the arts of Greece. Through the analysis of textual sources, architecture, statuary, and painting, this course will investigate the status and influence of Greek art in the city of Rome from the third-century BCE until the late Imperial period, and it will seek to understand how Roman responses to and uses of Greek art have come to shape the modern perception of both traditions. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: CPSC, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 444 The Forbidden City

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 4482 Japanese Prints: Courtesans, Actors and Travelers

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L01 Art-Arch 4489 The Three Emperors: Redefining Chinese Art in the Golden Age

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long 18th century. Prerequisites: Art-Arch 111 Introduction to Asian Art; or one 300-level course in Asian art history, history or literature; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L01 Art-Arch 4490 Art, Vision, and Science in China

After China and Europe began sustained contact, the introduction of Western science, math and technology often affected Chinese art more than anything else. New optical devices and ways of visually understanding the world produced a range of positive and negative responses. Often expressed in art, these works demonstrate how new ideas affected Chinese conceptions of vision, looking, cognition and visuality. Covering the 17th through mid-20th centuries, this course discovers how Chinese art became entwined with vision and modern science, covering prints, paintings, objects and photographs across medicine, astronomy, cartography, optics and mathematics. Prerequisite: L01-111, one course in Art History or Asian Studies, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HT Art: AH

L01 Art-Arch 4494 East, Meet West: Asia Encounters Europe

This seminar, which is grounded in cross-cultural aesthetics, examines East Asian visual responses to European art and science from the 16th through 19th centuries. The same Western ideas and works that were first introduced by Jesuit missionaries, that were continued by merchants, and that culminated with colonial enterprises left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art before the course proceeds thematically through time to cover painting, cartography, woodblock prints, ceramics, and photography within transregional and transcultural contexts. One upper-level course in Art History is recommended but not required before taking this course.

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L01 Art-Arch 4496 Porcelain and Lacquer Abroad: Europe Encounters Asia

From 1500 to 1800, Europeans primarily used exported porcelains and lacquers to engage with China and Japan, which were neither under colonial control, nor easily accessible by travel. Collected first in *kunstkammern* by rulers and nobles as emblems of power, these initially rare, exotic luxuries retained their prestige even as they became more widely available and explicitly gendered. Combining deep object studies with collectors' case studies from across Europe, this course examines how early modern Europeans used porcelains and lacquers to satisfy their curiosity about and material desire for China and Japan. In addition to practical training in essential

primary sources such as inventories, it will also introduce theories of luxury and consumption, gift exchange, cross-cultural interaction, material culture, and the global movement of objects. Prerequisites: L01 111 preferred; one art history course or permission of instructor
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 4615 Caricature: The Culture and Politics of Satire

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we will look at the caricatural traditions in France and England from the late 18th century through the early 20th century. Special emphasis will be placed on visual satire as a vehicle for social and political critique; on theories of humor (particularly Baudelaire and Bakhtin); and on the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We will take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Prerequisites: L01 113, L01 215, or a 300-level course in modern European history or literature; or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4621 Leonardo da Vinci

Leonardo da Vinci is universally recognized to be one of the greatest artists of all time. But who was Leonardo? Artist or scientist? Master, magus or myth? This seminar explores the reality and fiction of a fascinating, yet enigmatic genius, as well as placing this unique individual in the contexts of Renaissance Italy and the modern imagination.
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 4624 Michelangelo

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting and sculpture; with special attention to his assistants, friends, family and contemporaries. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4625 Venice

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L01 Art-Arch 4629 Caravaggio: Master and Murderer

Michelangelo Merisi (Michael Angelo Merigi or Amerighi) da Caravaggio (29 September 1571 - 18 July 1610) was one of the most important and influential painters of the 17th century, in Italy and throughout Europe. He was active in Rome, Naples, Malta and Sicily between ~1592 and 1610. But who was Caravaggio? What do we really know about his tempestuous life and how it factors in the art he created? Caravaggio was a powerful, brilliant, brutish, and hugely influential artist; a belligerent personality, brawler and murderer. He was a man of contradictions: a devout Christian and bisexual sodomite; a Knight of Malta and a fugitive from the law. This seminar

explores the reality and fiction of this fascinating and influential genius, and places him in his historical, social and artistic contexts — from Baroque Italy to the modern imagination. Prerequisites: L01 113; one 300-level course in Art History; and permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HT Art: AH, GFAH BU: IS EN: H

L01 Art-Arch 4652 Worldly Goods: Early Modern Art, Trade, Knowledge, Possession

The history of the early modern era has in recent decades been reconceived and rewritten as a history of things and goods. Global trade vectors in particular have shaped new histories of the Renaissance and Baroque eras. Material goods -- many of them newly available on a global scale -- shaped aesthetics, scientific investigation, political relations, identity formation, and devotional practices. This seminar studies the circulation of worldly goods between approximately 1500 and 1700, charting encounters around the globe by studying objects and persons in circulation. In orientation, the seminar is European, with a focus on the Dutch Republic in the world. Through secondary source readings and encounters with primary source materials, students will gain an understanding of how early modern objects relate to a newly "global" economy and horizon. Works of art, luxury trade goods, and pirated treasures are the principal sorts of "worldly goods" under consideration. We will consider the movement of individuals and the slave trade in the context of early modern colonialism as well as how the biographies of objects involve shifts in status and value over geographical space and time. Prerequisites: L01 113 and one 300-level course in Art History or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 4662 Michelangelo the Architect

When, why and how did the great Renaissance sculptor, painter and poet Michelangelo Buonarroti become an architect? This seminar surveys Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations.
Credit 3 units. Art: AH

L01 Art-Arch 467 Topics in Baroque Art

Credit 3 units. Art: AH BU: HUM

L01 Art-Arch 4677 Early Modern Art, Science, Collecting

Encyclopedic or microcosmic early modern collections also known as Wunderkammers or Cabinets of Curiosities brought together all manner of artifact and natural object, and offered an arena for aesthetic contemplation and natural historical or scientific investigation alike. A space of knowledge-production and a highly socialized domain as well, the early modern collection responded to and activated the senses; some called the sorts of objects assembled in Wunderkammers-rhinoceros horns, ivory lathework carving, resins and gems, instruments, feather work, paintings, and carved coconuts and shells set in elaborate filigree-"sensualities." This seminar examines early modern collections in Spain and Portugal, at Hapsburg and Medici courts, and in Dutch and Flemish cities. Intended as both an introduction to the ways in which the practices of art and science depended on and informed one another in the early modern period in Europe, this seminar will also offer students the opportunity to engage with and make interventions in an ongoing

scholarly discussion about art, science, wonder, and the social order of objects in early modern Europe. Prerequisites: One 100- or 200-level course, and one 300-level course in Art History; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM

L01 Art-Arch 4721 Hydrogen Jukebox: American Art and Culture, 1945-1960

The rise and "triumph" of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar puts Abstract Expressionism into context with parallel developments in the arts, photography and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Abstract Expressionism; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. Prerequisite: a 300-level course on 20th-century art, photography or history; or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 473 Art and Culture in Fin-de-Siècle America

The particular climate of the fin-de-siècle and its expression in art, architecture and letters. Concurrent development in Vienna, Paris and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the "crisis in bourgeois values," and redefinitions of gender. Prerequisite: permission of instructor.

Credit 3 units. Art: AH

L01 Art-Arch 4744 TransAmerica: The United States and Mexico Between the Wars

Many areas of 20th-century U.S. culture between World Wars I and II were inspired by postrevolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, which were given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the United States. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. This seminar will support travel to Mexico City, funded by the Department of Art History and Archaeology. Students in this course must be graduate students or undergraduate majors or minors in Art History and Archaeology or Latin American Studies. Recommended prerequisite courses include one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L01 Art-Arch 475 The City in American Arts and Popular Culture

From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 4770 Native and Cosmopolitan Modernisms: American and European Art Between the Two World Wars

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, the content of this course begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism during the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, which are linked to a search for roots on the one hand and to a desire for forms of spatial and social mobility on the other. By comparing the "homegrown" and expatriate experiences, we will consider divergent attitudes toward identity, gender, nation, time, and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM, HUM BU: HUM, IS EN: H

L01 Art-Arch 4774 The Age of Gatsby: American Art and Culture from World War I to the Great Crash

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the "Rediscovery of America" and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is an interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identity(-ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4776 The Arts of Cultural Democracy: America in the 1930s

What does democratic access to the arts look like? Over the past decade, the question of distributive justice has taken on new urgency in our nation. This seminar will look at an earlier period in the nation's history -- the 1930s, from the stock market crash of 1929 to the beginning of World War II -- when the ideal of cultural democracy was put into practice on a variety of fronts, from dance to the fine arts to public murals and the collecting and inventorying of the nation's material and cultural legacies. We will also consider the possibilities and limits of political art; the impact of John Dewey on future generations of artists and culture-makers; the relationship between leftist politics and modernism; regionalism and internationalism; debates over the nature of documentary photography; and efforts to create a "usable past." Prerequisite: One 300-level course in European or American 20th-century art, literature, or cultural history; or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC Art: AH, HUM EN: H

L01 Art-Arch 4782 Modern Architecture in St. Louis

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4785 Art and Culture in 1920s America

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States, including how artists and critics thought about the nature of our cultural heritage (both its rich possibilities and its limitations); the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. Art: AH

L01 Art-Arch 4800 Roman Coins and Their Stories

This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture.

Same as L08 Classics 480

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 481 Topics in Modern Art

The sources, styles, influences and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: art history major or permission of instructor.

Credit 3 units. Art: AH

L01 Art-Arch 4815 Constructing the Canons of Modern Art: 1860-1960

From textbooks to museums to private collections, we experience histories of modern art through selections that present narratives of which art matters the most — to artists, to critics, to the general public, and, supposedly, to history as a whole. How have established canons come to be, who are they for, and how do they resist or engage revision over time? This course examines narratives of modernism and its relationship to rhetorics of criticism, the power of the art market, sensationalized biographies, the practices of collectors and museums, nationalistic interests, and histories of exclusion. Who rises to the top in significance? In what ways have women artists, artists of color, and LGBTQ artists been included or excluded? Key art critics and art historians include Fry, Barr, Pollock, Nochlin and Saslow. Artists may include but are not limited to Manet, Monet, Morisot, Cassatt, Van Gogh, Gauguin, Cézanne, Bell, Modersohn-Becker, Claudel, Tanner, Sickert, Valadon, Duchamp, Cahun, Picasso, Beckmann and Krasner. Students will research comparative case studies and create their own alternative timelines of modern art from 1870-1950. Prerequisites: L01 215, Intro to Modern Art; and one 300-level Art History course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 4816 Art and Culture in Fin-de-Siecle Europe

This course presents an examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, and Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and cafe culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive, and the impact of nationalism and feminism on the arts. Prerequisites: L01 215 and any 300-level course in 19th-century art, literature, or history; or permission of instructor.

Credit 3 units. Art: AH

L01 Art-Arch 4817 Paris ca. 1900: Art, Leisure and Spectacle

Paris at the turn of the 20th century was a vibrant international center for the development of the visual arts, including painting, photography, film, and the graphic arts, particularly in the exploding domains of posters and illustrated journals. In this seminar, we study the period from 1880 to 1910, and we examine how diverse modes of urban visuality were at the heart of the development of French modern art. The place of graphic arts in promoting popular entertainments (e.g., ballet, opera, café concerts) is considered. Another focus is the powerful role of Parisian satirical journals and caricature in debating matters of class, race, and national identity. We examine diverse modes of displaying and selling the visual arts, particularly in the spheres of World's Fairs, annual salons, and in the avant-garde spaces of gallery and café exhibitions. Artists of central concern include Lautrec, Chéret, Mucha, Degas, Pissarro, the Nabis, Vallotton, and early filmmakers such as the Lumière brothers and Méliès. Prerequisite: L01 215 or permission of instructor. One 300-level course in modern art history or a course in modern French history or literature is preferred. French language reading skills are not required.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4818 Matisse and Modernisms

Certain artists generate enormous interest during their lifetimes and long after. Over time, the work of such artists is subjected to a variety of interpretive approaches in light of changing trends in art criticism and art history; the influence of contemporary art; the ebb and flow of interest in different aspects of the artist's production; changes in the political landscape; and the changing sense of how the artist's work intersects with contemporary cultural developments. This set of intersecting concerns is especially fluid in the modern period, when there is no single dominant idea of the role of art in society. The variety of interpretive strategies developed from and applied to the work of Henri Matisse demands a critical reading of the extensive literature on the artist as well as an understanding of the variety of modernisms through which to assess his artistic project. Students will gain a thorough familiarity with the work of one of the most influential artists of the 20th century, and they will engage aspects of the historiography of 20th-century art through a survey of developments in the Matisse literature. Prerequisite: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4819 The Century of Picasso

The art of Pablo Picasso (1881-1973) spanned three-quarters of the 20th century, and posthumous critical response to his work shows no sign of abating. Picasso was a leading figure in the European primitivist trends at the beginning of the last century, and with Georges Braque, he developed the aesthetic system of Cubism, which rewrote the rulebook of artistic representation. Although he was not an activist, his art routinely engaged momentous political events. Toward the end of his career, he strove to shape his legacy through artistic dialogues with artists of the past by appropriating their styles or subjects, and making them his own. Such eclectic activity, coupled with his creativity and prolific output, has ensured his place among the most influential artists of his century. Prerequisites: one 300-level course in modern art or permission of instructor; junior, senior or graduate standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

L01 Art-Arch 4850 Romanticism to Realism: French Art 1830-1871

This course traces the flourishing of romanticism and the emergence of various forms of Realism in 19th-century French modernism, opening with the Revolution of 1830. Artistic tendencies ranging from the official and the academic to emergent romantic and avant-garde alternatives are addressed, as well as the unresolved social and aesthetic tensions that support the demand for an art that addresses modern times. The political idealism and the rhetoric of Republicanism in the Second Republic (1848 to 1852) intertwine with the emergence of a critical modernism that seeks truth in form, in materiality, and in political philosophy. Under the authoritarian regime of the Second Empire (1852-1870), the mandates of realism and idealism continue to vie in a period that sees both the flourishing of the academic system and the art dealer system, and the emergence of a critical avant-garde. The course closes with the emergence of Impressionism and the crisis of the Franco-Prussian war. Artists to be discussed include Delacroix, Ingres, Millet, Daumier, Courbet, Corot, Manet, Bonheur, Bayre, Clesinger, and the early careers of Bazille, Degas, Monet, Renoir, Pissarro, Degas, Morisot and Cassatt. Prerequisites:

limited to graduate students in Art History; advanced undergrads only with permission of instructor. Some prior knowledge of French modernism required; some facility with French language useful but not required.

Credit 3 units. A&S IQ: HUM EN: H

L01 Art-Arch 4854 Gauguin in Polynesia: The Late Career

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siècle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early 20th century. Readings range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to postcolonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We visit the Saint Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. Prerequisite: at least one upper-level course in modern art history, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4856 French Art and Politics in the Belle Epoque

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of "Orientalism." Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism and colonialism, we explore artistic practice in European photography, painting and decorative arts from 1850 to recent times, and European and Hollywood film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students study methods of visual analysis in film studies and art history. All students must attend film screenings.

Same as L53 Film 485

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L01 Art-Arch 4860 Van Gogh: Creativity, Mythology, and Commodity

Among the most famous artists of the canon of European modern art is Vincent van Gogh, known for his expressive paintings, his famous letters that chart his tumultuous career, and a short creative life marked by intense work, passionate interests in the modern art and literature of his time, and the challenges of a mental illness. This seminar will examine his art and literature in three sections: the first devoted to studying the art itself throughout his short career; the second devoted to the mythologies surrounding his art and its relationship to such notions as genius and madness; and the third looking at how his art has become a popular commodity, reproduced internationally by methods varying from precise painted replicas to commercially popular art goods marked with his most famous paintings. The history and theory of modern commodity culture on a global scale and its intersection with a burgeoning art market for postimpressionist art will be explored in this final section. Prerequisites: L01 113 or L01 215 and one advanced course in art history, or permission of the instructor
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 4861 Gauguin Then and Now: Art, Myth, and Controversy

This course is an examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu of colonialism in which he worked in France, Polynesia, and the Caribbean. Topics include avant-garde Impressionist and Symbolist cultures, the power of the art market/dealer system, the artist's writings (in translation), French colonial culture and pervasive myths of island paradise, and the pressing critiques offered today by postcolonial and feminist theory. The final third of the course will focus on the varied global reception of his work in the 20th and 21st centuries as well as controversies surrounding his art, writings, and legacies, particularly among contemporary Pacific Islander artists and artists of color. We will consult local museum collections as possible and perhaps take a class trip to Chicago to see essential collections. Prerequisite: L01 215 or any 300-level course in art history, or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4863 The Photographic Muse: The Modern Artist and the Camera

An examination of the interplay of photography with painting and sculpture in European art from 1850 to World War I, with an emphasis on the fin-de-siècle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists studied include Nadar, Moreau, Degas, Rodin, Steichen, Gauguin, Munch, the Nabis, Brancusi and Picasso. Prerequisite: graduate standing.
Credit 3 units. Art: AH

L01 Art-Arch 4864 Exoticism and Primitivism in Modern Art

An interdisciplinary investigation of the development of exoticism and primitivism in European and American art from the Enlightenment to World War II. Topics include exoticist representations of non-Western cultures; the links between

colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of fin-de-siècle primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Picasso and Matisse. Prerequisites: any 300-level course in art history and permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870–1920

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the Saint Louis Art Museum. Other key artists include Degas, Morisot, Renoir and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: AH EN: H

L01 Art-Arch 4868 Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism but expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. Our central question will be the relationship of individual perception, the physiology of sight, and theories of the natural in relation to the importance of place — both region and nation — in the political imagination of the era. We also address the relationship of the Impressionist landscape to the development of modernist abstraction as well as the aesthetic and nationalist motivations of its adaptation as a modernist style around the globe. Prerequisite: senior major in art history, or graduate student standing and permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L01 Art-Arch 4869 Global Impressionism

How and why Impressionism has achieved its global reputation -- both positive and negative, as well as the nuanced positions between those poles -- has not been thoroughly or systematically interrogated. However, this is precisely what this seminar proposes to do. This course maps the global dissemination, exhibition, reception, and publication of French Impressionism in tandem with the rise of local Impressionisms worldwide. Globalization must be understood as concomitant with localization. This course attends to especially critical exhibitions, publications, and places that must be understood to underscore that there always remains more work to be accomplished in the production of a truly global art history. It scrutinizes how the physical translation of French Impressionist art works foreshadowed, coincided with, and fostered its stylistic

translation into local Impressionisms and its literary translation into histories of Impressionism. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L01 Art-Arch 4877 Critical Studies in Portraiture, Ancient to Contemporary

To study portraiture is to confront the complexity of human identity. The central theoretical question of this course is how identity can be expressed in a portrait. Following the consideration of theories of portraiture, identity, and artistic representation, we will treat specific historical and cultural instances of portrait-making, from ancient Greece to the present. Non-Western cultural examples will broaden the scope beyond the conventional conceptions of portraiture. We will conclude by trying to understand the continuing allure of the portrait today as digital media challenge our conventional ideas of visuality and perhaps even the urgency of portraiture in the post-human age. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in art history preferred.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH EN: H

L01 Art-Arch 4879 Marking History: Painting and Sculpture After World War II in the U.S., France, and Germany

This seminar focuses on the aesthetic, cultural, and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange -- biennials as well as gallery and museum exhibitions -- in which France, Germany, and the United States participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schumacher, and Hans Hartung. Students with reading skills in German or French are encouraged. Prerequisite: L01 215 or permission of instructor. Credit 3 units. A&S IQ: HUM EN: H

L01 Art-Arch 4900 Independent Study and Research

Credit variable, maximum 3 units.

L01 Art-Arch 4905 Greenberg Curatorial Study

The Arthur Greenberg program offers undergraduate students the experience of curating an exhibition. A small team of two or three is selected through a competitive application process the year before enrollment in the course. Under the supervision of a faculty mentor in the Art History & Archaeology Department and a curator in the Mildred Lane Kemper Art Museum, students plan and curate an exhibition for the museum's Teaching Gallery. They also research and write a short brochure, prepare educational materials, and offer related programs for the exhibition, which usually opens in April. The fall 3-unit course fulfills a departmental capstone requirement for the major; 1 unit of additional course work is completed in the spring.

Credit variable, maximum 4 units. A&S IQ: HUM EN: H

L01 Art-Arch 4914 Beyond Limits: Transgression, Controversy, and Censorship in Modern Art

This course will examine some of the public controversies that surrounded the development of modern art over the last 150 years to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (e.g., Van Gogh, Picasso, Pollock) and the place of women artists in the revolutions of modernism (e.g., Cassatt, Hoch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and is not) art (e.g., Duchamp, Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refuses in 1863 to *Mirroring Evil* in 2002, highlight the challenges raised by modern artists' treatment of the body. Controversies over public funding of contemporary art, debates waged over public art in St. Louis, and the recent episodes of iconoclasm with respect to Confederate monuments and memorials will close the course. Prerequisites: L01 215 and any 300-level course in Art History or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 4918 Modern War in Art

Art and war have always been intertwined, whether in glory or revulsion. But modern art and modern war are qualitatively different from their counterparts in the past in ways that ensured that their relationship would become more problematic and oppositional. The challenge of finding new artistic languages to express the new conditions of mechanized combat led many artists to explore abstraction, fragmentation, absurdity or arbitrariness to convey the energy, impersonality and nihilism of modern war. When the British soldier and poet Wilfred Owen (1893-1918) wrote of the human devastation of World War I as "obscene as cancer, bitter as the cud," he strained for metaphoric language appropriate to its magnitude. We will consider the same challenge to visual artists throughout the modern period. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4922 From the Death of the Author to the Birth of YouTube: Identity in Contemporary Art

What constitutes an artist today, when anyone can upload his or her musings to the entire world? Is the question even relevant? This course introduces students to the construction of artistic identity in contemporary art. Students consider major themes governing the production of contemporary art. We cover such topics as the death of the author and the end of art, identity politics and "authenticity," and the effects of new media on the construction of artistic persona. This course assumes a basic familiarity with the methods of art history, as well as general knowledge of art history before 1960. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L01 Art-Arch 4923 Globalization and Contemporary Art

What does globalization mean for contemporary art? And what do we even mean when we use the term? This upper-level seminar course considers recent art (1985–present) in the context of theories of development, postcolonialism and globalization. We focus on the tensions between the global and the local, as well what it means for an artist to be national or international. We also consider the impact of neoliberal economic policies on art production and the art market, as well as the role museums play in this international context. Finally, we consider the internet and social networks as globalizing influences that affect the production and distribution of contemporary art. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4924 1968 and its Legacy

The events of 1968 -- including the May riots in Paris, the Tucuman Arde exhibition in Argentina, the Tlatelolco Massacre in Mexico City, and the Prague Spring (and Russian winter) in the Czech Republic, just to name a few -- ushered in a new political and social imperative for artists. This course will start with 1968 and trace its legacy to the social and cultural movements of the 1980s, 1990s, and early 2000s. We will seek to understand the historical underpinnings of contemporary activist art and determine the roles of socially motivated art in the current political and intellectual climate. Prerequisites: L01 113, L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM EN: H

L01 Art-Arch 4926 Contemporary Art of the U.S.-Mexico Border and Beyond

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category — whether public art, sculpture, installation, new media, or performance — using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 4930 Picturing the Anthropocene: Landscape, Land Art, and Eco Art

Without a doubt, questions concerning environmental crisis and the habitability of our planet are among the most pressing of our time. This course will cover the history of 19th-century landscape and its legacy today, the 1960s Land Art movement and its

relationship to modern environmentalism, and the nuances of contemporary eco art. In addition, we will go in depth into some of the most prolific media within eco-art, including photography and film, and we will explore the contemporary debates specific to these fields. There will be a required field trip to the Western U.S. desert (UT, NV) to visit key sites of land art prior to the start of classes (4-5 days, approximately the third week of August). Possible visits may include Spiral Jetty, Sun Tunnels, Double Negative, Las Vegas Piece and the Center for Land Use Interpretation. The trip will be limited to eight students. Flights, lodging, ground transportation and some meals for graduate students and majors in the Department of Art History and Archaeology will be paid for by the West Bay View Travel Seminar endowment. Travel plans are subject to change due to changing pandemic restrictions. The course is limited to graduate students, majors, and possibly minors in art history and archaeology. Prerequisites: L01 113, Intro to Western Art; plus one 300-level Art History course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113, L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 4982 Public Art: History, Practice, Theory

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We will survey not only the obvious forms of public art in urban sculpture and mural painting but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L01 Art-Arch 499 Honors Art History and Archaeology

A major research paper acceptable to the department.
Prerequisite: permission of the department. Max. 6 units.
Credit 3 units. EN: H

L01 Art-Arch 505 Graduate Internship in the St. Louis Art Community

Graduate students will work on advanced research projects under the joint supervision of a curator at the Saint Louis Art Museum or the Mildred Lane Kemper Art Museum and a Washington University faculty member. Prior agreement on a research project and internship duties required. Permission of instructor required.

Credit variable, maximum 3 units.

L01 Art-Arch 510 Graduate Seminar: Methods in Art History

The purpose of this seminar is to introduce graduate students to some of the most important methodological approaches to the study of works of art. Students will acquire an enhanced understanding of these methods in historical terms as well as insight into how such methods can be applied in the research questions posed by art historians today. The course may include guest presentations by a range of faculty in the department.
Prerequisite: Graduate standing in Art History and Archaeology.
Credit 3 units.

L01 Art-Arch 513 The Digital Art Historian

Within the humanities, the perceptions exist that art history lags behind other disciplines when it comes to technology adoption. And while the "digital humanities" are now widely embraced, the definition of the field remains mutable and even contested. Is it practical, theoretical, or a combination of approaches and methodologies? This course operates under the premise that what constitutes digital art history is less about rigid interpretations and practices, and more about creating a technologically astute and nimble professional capable of "learning to learn" technologies as they emerge; determining when and how a technology may be useful in research, instruction, and other professional work; and understanding how to effectively apply technology in a broad range of contexts. "The Digital Art Historian" will emphasize experiential learning through the use of digital tools and analysis of a range of digital projects, grounded in a rubric of critical reflection. By the end of the course, students will have a significantly more thorough understanding of how to be an art historian in an increasingly digital world. Meets for 8 sessions, typically held every other week. Prereq: Graduate standing in Art History and Archaeology Dept.

Credit 1 unit.

L01 Art-Arch 5212 Art and Archaeology of Cleopatra's Egypt

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Same as L01 Art-Arch 3212

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L01 Art-Arch 526 Archaeology of Roman Slavery

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people.
Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.

Same as L01 Art-Arch 326

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L01 Art-Arch 5330 Greek and Roman Painting

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form.
Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3330

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 5361 Art of Early Italian Renaissance

This course is a survey of Italian Renaissance art, from its origins to the end of the 15th century. It includes an examination of artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci. Prerequisite: L01 113.

Same as L01 Art-Arch 361

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 5412 Japanese Art

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 5415 Early Chinese Art: From Human Sacrifice to the Silk Road

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 5422 Art of the Islamic World

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Same as L01 Art-Arch 3422

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H
UColl: CD

L01 Art-Arch 5426 Modern & Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 5482 Topics in Japanese Prints: The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored.

Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 5533 Pilgrimage and the Medieval City

In this course we will explore one of the primary ways people traversed Europe and beyond: pilgrimage. Specifically, this course will explore the material culture of pilgrimage in the context of the urban environment, considering the role of art in guiding, encouraging, and visualizing pilgrimage to and through some of the important religious centers in the medieval Christian world. We will begin in Jerusalem and move outwards to Constantinople as a gateway to holy sites across the Byzantine Empire. We will then move to Paris and London to explore the different ways that pilgrimage could be undertaken, both physically and in the mind's eye. Finally, we will move to the conceptual, considering how the Heavenly Jerusalem was manifested in art and architecture across the medieval world. This course will investigate this subject through engagement with primary sources, object-focused study, and visits to the Saint Louis Art Museum. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the history of medieval art. Emphasis will lie in critical interpretation and analysis, in engaging in rigorous class discussion, and in writing coherently at a high academic level. Prerequisite: any 100- or 200-level course in art history

Same as L01 Art-Arch 3533

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L01 Art-Arch 5549 The Art of Mexico: From Aztec to Contemporary

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor.

Same as L01 Art-Arch 3549

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

L01 Art-Arch 5634 Pleasure and Pain: European Fashion as (Art) History

In the words of Louis XIV, "Fashion is the mirror of history. It reflects political, social and economic changes, rather than mere whimsy." This course will survey the history of dress in early modern Europe, using art and material culture to explore the relationship between society and style. Beginning with the Renaissance, we will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. To incorporate a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics, and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples as we explore the art and history of European fashion from the 15th to the early 19th century. This course is open to students who have previously taken or are currently enrolled in Intro to Western Art. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3634
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM
BU: BA, HUM, IS EN: H

**L01 Art-Arch 5682 Mirrors of Nature, Dreams of Art:
Northern Renaissance Art**

This course surveys the visual culture of the Netherlands and Germany from approximately 1400 to 1550: from Burgundian court culture around the time of Jan van Eyck to the fantastic works of Hieronymous Bosch to the international renown of imperial artist Albrecht Durer and later Flemish urban culture as represented by Pieter Brueghel the Elder. Works in a variety of media will be presented in light of broader consideration of the role of art within devotional practice and the Reformation, courtly culture and the cultivation of artistic imagination, and the rise of print and "popular" culture. We will consider the power of images to mediate religious experience; the representation of folly and death; the social position of the artist; and the relevance of naturalism. We will also survey the predominant interpretive models that have been developed to analyze the significance of these works. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3682

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: GFAH, HUM
BU: HUM, IS EN: H

L01 Art-Arch 5683 Global Baroque: Art and World-Making

Europe and along Eurasian contact routes between 1500 and 1700 is a primary focus. The course will open with an examination of the significance of the early modern category of "the exotic" and the role of the exotic or foreign in shaping artistic and collecting practices during a period that tends to be studied with Europe at the center of the world. Throughout the semester, we will explore different modalities of "otherness," and the political stakes of representations of self and other within the context of early modern empire- and nation-building. We will analyze paintings, prints, drawings, sculptural objects, naturalia, featherwork, ceramics, porcelain, and textiles alongside primary sources, early modern history and art history, cultural and material history, the history of science, and maritime and diplomatic history. The course attends to the atrocities of slavery in the early modern world and trace the relationship of enslavement to procuring and appreciation of exotic materials. Lectures will incorporate contemporary art (installations, photography, collage, and painting) that actively engages the modern era. The course involves close study of works of art in local collections, and will include visits to the Saint Louis Art Museum, where students will be introduced to the extraordinary holdings, in particular the Phoebe Dent Weil and Mark S. Weil collection of early modern prints, drawings, and sculpture. Prerequisites: One 100- or 200-level course in Art History; or permission of the instructor

Same as L01 Art-Arch 3683

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU:
HUM, IS

L01 Art-Arch 5785 Photography in America

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners

such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/ FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3785

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN:
H

L01 Art-Arch 588 Contemporary Art

This course is a survey of global contemporary art from 1970 to the present. Topics include happenings, minimalism, body art, and neo-expressionism as well as their placement in their social and political contexts. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 388

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS
EN: H

L01 Art-Arch 5892 Modern Sculpture

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3892

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 595 Qualifying Papers for the MA degree

Every student fulfilling the requirements of the MA degree in the Department of Art History and Archaeology will prepare two Qualifying Papers (QP), each 25-30 pages. Together the QPs will constitute the capstone experience of the MA degree, and a demonstration of potential for more advanced graduate work. Prerequisite: Art History graduate status in good standing.

Credit 3 units.

L01 Art-Arch 5973 New Media, New Technologies

In the summer of 2013, Random International's "Rain Room" was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but it also raises questions as to the uses of technology in contemporary art and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course will consider technological developments in modern

and contemporary art -- including photography, video and new media, and digital and Internet art -- as well as forays into new technology that blur the lines between art and science. Prerequisite: L01 113, L01 215, or permission of instructor. Same as L01 Art-Arch 3973
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L01 Art-Arch 5975 Art and Activism

This course will examine political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and to encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisite: L01 113, L01 215, or permission of instructor. Same as L01 Art-Arch 3975
Credit 3 units. A&S IQ: HUM Art: AH, CPSC, HUM BU: HUM EN: H

Asian American Studies

The minor in Asian American Studies is designed to enrich students' critical understanding of both the individual experiences and collective histories of Asian Americans in regional, national and transnational contexts. As an inter- and multi-disciplinary program, it underlines transnational contexts and comparative perspectives for the study of Asian American experiences. By promoting knowledge and understanding of a wide range of Asian American individuals and groups through teaching and research, the minor aims to provide new classroom opportunities for undergraduate students to explore Asian American experiences. It intends to enhance communication and collaboration among various cultural, ethnic and racial groups; to facilitate intellectual exchanges; and to broaden academic inquiries on the subjects of migration, ethnicity and race across different disciplines and programs at Washington University. Involved departments include American Culture Studies; East Asian Studies and South Asian Studies; African and African American Studies; Women, Gender, and Sexuality Studies; and American Indian Studies.

The minor in Asian American Studies can nicely complement a major in American Culture Studies, East Asian Studies, East Asian Languages and Cultures, English, Global Studies, History, Sociology and other fields. Because the questions that animate Asian American Studies span disciplinary boundaries, the minor will inspire students to draw on the methods and insights of multiple disciplines to engage complex real-world problems that necessitate interdisciplinary thinking. Situated in the larger

context of the university's commitment to diversity and inclusion, the minor in Asian American Studies is an integral part of the diversity and inclusion initiatives at Washington University that nurture a culturally and academically stimulating environment.

Contact: Karen Skinner
Phone: 314-935-6994
Email: k.skinner@wustl.edu
Website: <https://artsci.wustl.edu/asian-american-studies-minor>

Faculty

Coordinator

Karen Skinner (<https://amcs.wustl.edu/people/karen-skinner/>)
Academic Coordinator, American Culture Studies
PhD, Saint Louis University

Affiliated Faculty

Iver Bernstein (<https://history.wustl.edu/people/iver-bernstein/>)
Professor, Department of History
PhD, Yale University

Shefali Chandra (<https://history.wustl.edu/people/shefali-chandra/>)
Associate Professor, Department of History
PhD, University of Pennsylvania

Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
Professor, Modern Chinese Language and Literature
PhD, Columbia University

Chris A. Eng (<https://english.wustl.edu/people/chris-eng/>)
Assistant Professor, Department of English
PhD, The Graduate Center, City University of New York

Linling Gao-Miles (<https://ias.wustl.edu/people/linling-gao-miles/>)
Lecturer, Global Studies
PhD, Nagoya University, Japan

Peter Kastor (<https://history.wustl.edu/people/peter-kastor/>)
Professor and Chair, Department of History; Professor, American Culture Studies
PhD, University of Virginia

Sunita Parikh (<https://polisci.wustl.edu/people/sunita-parikh/>)
Associate Professor, Department of Political Science
PhD, University of Chicago

Ariela Schacter (<http://sociology.wustl.edu/people/ariela-schachter/>)
Assistant Professor, Department of Sociology
PhD, Stanford University

Lori Watt (<https://history.wustl.edu/people/lori-watt/>)

Associate Professor, Department of History
PhD, Columbia University

Daniel Woo (<https://amcs.wustl.edu/people/daniel-woo/>)

Postdoctoral Fellow in Ethnic Studies, American Culture Studies
Program
PhD, University of California, Berkeley

Majors

There is no major in Asian American Studies.

Minors

The Minor in Asian American Studies

Total units required: 18 (at least 12 units must be at the 300 level or above)

Requirements:

- 3 credits of Introductory course work
- 3 credits of Asian American Focus course work
- 6 credits of Multiethnic and Transnational course work
- 6 credits of Context course work

Regulations:

- In general, students should complete one introductory course prior to pursuing Asian American Focus courses and Multiethnic and Transnational courses.
- All advanced units must be unique to the Asian American Studies minor (i.e., not counted toward any other major or minor).
- All courses counting toward the Asian American Studies minor must be taken for a letter grade, and students must receive a grade of C+ or higher.
- Students may use a study abroad course on any subject in Asian Studies to fulfill the Asian Studies category requirement. Such courses must be approved by the study abroad advisor for the Asian American Studies minor.

Introductory Courses

Choose one from this list (3 credits, any level):

- First-Year Seminar: Easy Riders, Migrant Laborers: American Mobility in Literature and Film (E Lit 160) (unpredictable)
- Ocean, Island, Ghetto, Globe: An Introduction to Asian American Literature and Its Spatial Politics (E Lit 313) (annually)
- First-Year Seminar: Chinatown: Migration, Identity, and Space (GS 135) (annually)

- Freedom, Citizenship and the Making of American Life (History 163) (annually)
- First-Year Seminar: The Meaning of Pakistan: History, Culture, Art (History 2157) (every one or two years)
- First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America (SOC 2710) (unpredictable)

Asian American Focus Courses

Choose one from this list (3 credits, any level):

- Doctors and Terrorists: The Fictions of South Asian Americans (AAS 200) (every two years)
- Techno-Orientalism: Race, Media & Society (AAS 450) (unpredictable)
- Topics in Asian American Studies: Introduction to Asian American and Pacific Islander Studies (AMCS 250) (annually)
- Topics in Asian American Studies: Asian American Racial Scripts: Relational Concepts and Theories (AMCS 3520) (unpredictable)
- Topics in Literature: Asian American Fictions: Space, Place, and the Makings of Asian America (E Lit 313) (annually)
- Topics in Literature: Asian American Writings: Contesting American Constructions of the Alien Other (E Lit 313) (annually)
- Topics in Literature: Ocean, Island, Ghetto, Globe: An Introduction to Asian American Literature and Its Spatial Politics (E Lit 313) (annually)
- Topics in American Literature: Imagining Multiracial Coalitions (E Lit 423) (every one or two years)
- "Model Minority": The Asian American Experience (GS 3512) (annually)

Multiethnic and Transnational Courses

Choose any two from these two lists (6 credits total, any level):

(1) Asian Americans in a Multiethnic/Multiracial Perspective

- Sophomore Seminar: American Dreams, American Nightmares: US Ethnic Literatures of Post-War Disillusionment (E Lit 250) (unpredictable)
- Topics in English Literature: Growing Up "Different": The Bildungsroman in a Diversifying America (E Lit 317) (annually)
- The Multiethnic Graphic Novel in 20th- and 21st-Century American Popular Culture (E Lit 3524) (unpredictable)
- Topics in Literature: Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in North America (E Lit 4621) (unpredictable)
- Children of Immigrants: Identity and Acculturation (GS 4036) (annually)

(2) Global Asia and Asian Diasporas in a Transnational Perspective

- Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums (Art-Arch 144) (every 2 to 3 years)
- Finding China: From Sojourners to Settlers in the Chinese Diaspora and Chinese American Literature (Comp Lit 375) (unpredictable)
- Topics in Comparative Literature I: The Trope of "China" in the Imagination of the Chinese Diaspora (Comp Lit 375) (unpredictable)
- Writing From the Periphery: The Question of Chineseness (Comp Lit 449) (unpredictable)
- Chinese Diasporas (History 3165) (every two years)
- Imperialism and Sexuality: India, South Asia and the World (WI) (History 39SC) (every one or two years)
- Caste: Globalization, Sexuality and Race (WGSS 366) (unpredictable)

Context Courses

Choose one from each category (6 credits total, any level):

(1) Immigration, Race and Ethnicity

- Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left (AFAS 4121) (unpredictable)
- The Immigrant Experience (AMCS 202) (every one or two years)
- Global Circuits: Religion, Race, Empire (AMCS 314B) (unpredictable)
- Race & Ethnic Relations in the United States (AMCS 3296) (annually)
- Topics in American Culture Studies: Commissioned Memories: Racial Unrest and Commission Politics (AMCS 3520) (unpredictable)
- Topics in American Culture Studies: Protest and Power in Modern America (AMCS 359) (unpredictable)
- Neighborhoods, Schools and Social Inequality (Educ 4289) (unpredictable)
- Visualizing Segregation: A History of St. Louis, Chicago and New Orleans (INTER D 306M) (unpredictable)
- Histories of Intelligence: Topics in Science and Society (IPH 3451) (unpredictable)
- Immigration Law (Law 630) (every one or two years)
- Race and Ethnicity in American Politics (Pol Sci 3031) (unpredictable)
- The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S. (SOC 2010) (every one or two years)
- Social Inequality in America (SOC 2110) (unpredictable)
- The Social Construction of Race (SOC 3212) (unpredictable)
- Sociology of Immigration (SOC 3710) (unpredictable)

(2) Asian Studies

- Contemporary Chinese Culture and Society (Anthro 3055) (unpredictable)
- Archaeology of China: Food and People (Anthro 3163) (unpredictable)
- Culture, Illness and Healing in East Asia (Anthro 4033) (unpredictable)
- Introduction to Asian Art (Art-Arch 111) (annually)
- Modern and Contemporary Chinese Art (Art-Arch 3426) (unpredictable)
- The Three Emperors: Redefining Chinese Art in the Golden Age (Art-Arch 4489) (unpredictable)
- Modern and Contemporary Chinese Literature (Chinese 342) (annually)
- US-China Relations from 1800 to the Present (Chinese 350) (every two years)
- Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives (EALC 340)
- First-Year Seminar: The Vietnam Wars (GS 111) (unpredictable)
- From McDonald's to K-pop: New Movements in East Asia (GS 3822) (annually)
- Chinese Politics (GS 4035) (every 1 or 2 years)
- First-Year Seminar: The Meaning of Pakistan: History, Culture, Art (History 2157) (every one or two years)
- Early Modern China (History 3162) (every one or two years)
- Modern China: 1890s to the Present (History 316C) (annually)
- Japan Since 1868 (History 320C) (every one or two years)
- 19th-Century China: Violence and Transformation (History 331) (every two years)
- Advanced Seminar: Incredible India! (History 49SC) (unpredictable)
- The Modern Voice in Japanese Literature (Japan 333C) (annually)
- Literature of Modern and Contemporary Korea (Korean 352) (every 1 or two years)
- Topics in Politics: Modern South Asian Politics (Pol Sci 3292) (unpredictable)
- Globalization and Its Discontents (WGSS 270A) (unpredictable)

Courses

Please refer to the Minors (p. 372) section of this page.

Biology

Biology is an exciting, diverse field that ranges from the molecular biology of individual cells to interactions among entire populations of organisms. Members of the biology faculty are recognized internationally for their research, and they bring a variety of strengths and teaching styles into the classroom. The major program in biology provides a thorough education in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and to test biological hypotheses, and the technical skills needed to conduct contemporary biological research.

The biology major program emphasizes the hierarchical nature of biological complexity and the major structures and functions that emerge at the molecular, cellular, organismal, populational and ecosystem levels. Each student masters at least one dimension of contemporary research in sufficient detail to describe the major hypotheses currently being tested and to demonstrate techniques used to test those hypotheses. Mastery of this material is evident in a student's ability to critique published data, to identify ambiguities and uncertainties in the conclusions drawn from those data, and to evaluate the societal importance of the research. Biology majors are prepared to make creative contributions to biology.

The biology major program provides a wide range of research opportunities. Because more than 400 faculty members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits a student's main interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are available, funded by sources including the Howard Hughes Medical Institute, the Children's Discovery Institute, the National Science Foundation, and the Washington University Office of Undergraduate Research. Detailed information about finding a research mentor (https://pages.wustl.edu/Bio_200-500_independent_research/bio-200500-course-information-page/) is available online.

Phone: 314-935-6860
Email: webmaster@biology.wustl.edu
Website: <http://wubio.wustl.edu>

Faculty

Chair

Joseph Jez (<https://biology.wustl.edu/people/joseph-jez/>)
Spencer T. Olin Professor in Biology
PhD, University of Pennsylvania

Endowed Professors

Erik D. Herzog (<https://biology.wustl.edu/people/erik-herzog/>)
Viktor Hamburger Distinguished Professor in Arts & Sciences
PhD, Syracuse University

Jonathan B. Losos (<https://biology.wustl.edu/people/jonathan-losos/>)
William H. Danforth Distinguished Professor
PhD, University of California, Berkeley

Himadri B. Pakrasi (<https://biology.wustl.edu/people/himadri-pakrasi/>)
Myron and Sonya Glassberg/Albert and Blanche Greensfelder
Distinguished University Professor
PhD, University of Missouri-Columbia

David C. Queller (<https://biology.wustl.edu/people/david-queller/>)
Spencer T. Olin Professor of Biology
PhD, University of Michigan

Barbara A. Schaal (<https://biology.wustl.edu/people/barbara-schaal/>)
Mary-Dell Chilton Distinguished Professor in Arts & Sciences
PhD, Yale University

Joan E. Strassmann (<https://biology.wustl.edu/people/joan-strassmann/>)
Charles Rebstock Professor of Biology
PhD, University of Texas at Austin

Richard D. Vierstra (<https://biology.wustl.edu/people/richard-d-vierstra/>)
George and Charmaine Mallinckrodt Professor
PhD, Michigan State University

Peter Wyse Jackson (<https://biology.wustl.edu/people/peter-wyse-jackson/>)
George Engelmann Professor of Botany
PhD, Trinity College Dublin

Professors

Roger Beachy (<https://biology.wustl.edu/people/roger-beachy/>)
PhD, Michigan State University

Yehuda Ben-Shahar (<https://biology.wustl.edu/people/yehuda-ben-shahar/>)
PhD, University of Illinois

Bruce A. Carlson (<https://biology.wustl.edu/people/bruce-carlson/>)
PhD, Cornell University

Douglas L. Chalker (<https://biology.wustl.edu/people/douglas-chalker/>)
PhD, University of California, Irvine

Ram Dixit (<https://biology.wustl.edu/people/ram-dixit/>)
PhD, Cornell University

Ian Duncan (<https://biology.wustl.edu/people/ian-duncan/>)
PhD, University of Washington

Elizabeth S. Haswell (<https://biology.wustl.edu/people/elizabeth-haswell/>)
PhD, University of California, San Francisco

Robert G. Kranz (<https://biology.wustl.edu/people/robert-kranz/>)
PhD, University of Illinois

Barbara Kunkel (<https://biology.wustl.edu/people/barbara-kunkel/>)
PhD, Harvard University

Allan Larson (<https://biology.wustl.edu/people/allan-larson/>)
PhD, University of California, Berkeley

Petra A. Levin (<https://biology.wustl.edu/people/petra-levin/>)
PhD, Harvard University

Kenneth M. Olsen (<https://biology.wustl.edu/people/kenneth-olsen/>)
PhD, Washington University

Philip A. Osdoby (<https://biology.wustl.edu/people/philip-osdoby/>)
PhD, Case Western Reserve University

Paul S.G. Stein (<https://biology.wustl.edu/people/paul-stein/>)
PhD, Stanford University

Xuehua Zhong (<https://biology.wustl.edu/people/xuehua-zhong/>)
PhD, The Ohio State University

Associate Professors

Arpita Bose (<https://biology.wustl.edu/people/arpita-bose/>)
PhD, University of Illinois

Jonathan A. Myers (<https://biology.wustl.edu/people/jonathan-myers/>)
PhD, Louisiana State University

Hani Zaher (<https://biology.wustl.edu/people/hani-zaher/>)
PhD, Simon Fraser University

Assistant Professors

Joshua Blodgett (<https://biology.wustl.edu/people/joshua-blodgett/>)
PhD, University of Illinois

Keith B. Hengen (<https://biology.wustl.edu/people/keith-hengen/>)
PhD, University of Wisconsin-Madison

Michael Landis (<https://biology.wustl.edu/people/michael-landis/>)
PhD, University of California, Berkeley

Elizabeth K. Mallott (<https://biology.wustl.edu/people/liz-mallott/>)
PhD, University of Illinois

Duygu Özpolat (<https://biology.wustl.edu/people/b-duygu-%C3%B6zpolat/>)
PhD, Tulane University

Rachel M. Penczykowski (<https://biology.wustl.edu/people/rachel-penczykowski/>)
PhD, Georgia Institute of Technology

Jennifer Wang (<https://sites.wustl.edu/centrosome/>)
PhD, Johns Hopkins University

Joint Professor

Regina Frey (<https://chemistry.wustl.edu/people/gina-frey/>)
PhD, University of Utah
(Chemistry)

Professors Emeriti

Garland E. Allen (<https://biology.wustl.edu/people/garland-allen/>)
PhD, Harvard University

Robert E. Blankenship (<https://biology.wustl.edu/people/robert-blankenship/>)
PhD, University of California, Berkeley

Sarah C.R. Elgin (<https://biology.wustl.edu/people/sarah-elgin/>)
PhD, California Institute of Technology

Ursula W. Goodenough (<https://biology.wustl.edu/people/ursula-goodenough/>)
PhD, Harvard University

Tuan-hua David Ho (<https://biology.wustl.edu/people/tuan-hua-david-ho/>)
PhD, Michigan State University

George B. Johnson (<https://biology.wustl.edu/people/george-johnson/>)
PhD, Stanford University

Kathryn G. Miller (<https://biology.wustl.edu/people/kathryn-miller/>)
PhD, Johns Hopkins University

Ralph S. Quatrano (<https://biology.wustl.edu/people/ralph-quatrano/>)
Spencer T. Olin Professor Emeritus
PhD, Yale University

Peter H. Raven (<https://biology.wustl.edu/people/peter-raven/>)

PhD, University of California, Los Angeles

Nobuo Suga (<https://biology.wustl.edu/people/nobuo-suga/>)

PhD, Tokyo Metropolitan University

Alan R. Templeton (<https://biology.wustl.edu/people/alan-templeton/>)

PhD, University of Michigan

Robert E. Thach (<https://biology.wustl.edu/people/robert-thach/>)

PhD, Harvard University

Majors

The Major in Biology

Total units required: 58 to 67

Required courses:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Introductory General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Introductory General Chemistry II	
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
Math 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Total Units		40

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. Math 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 322 Biostatistics are valuable, particularly for students interested in research. Students who

have taken Math 233 may take Math 3200 Elementary to Intermediate Statistics and Data Analysis rather than Math 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 363, Biol 374, Biol 387, Biol 388, Biol 3900, Biol 4106, Biol 4202, Biol 429, Biol 4582, Biol 487 or Biol 488; cross-listed courses originating in other departments (except Biol 360, Biol 4580, Biol 4810, Biol 4820 and Biol 4833, which count as biology major credit despite external origins); courses in University College; or more than 3 units of history-of-science courses.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
Biol 3041	Plant Biology and Genetic Engineering	4
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains and Behavior	3
Biol 4023	How Plants Work: Physiology, Growth and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing Intensive)	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4522	Laboratory in Protein Analysis, Proteomics and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology and Biomedical Sciences.

Optional Biology Major Tracks

A student majoring in biology may choose one of five optional tracks within the major if the student's interests lie primarily within one of these subfields of biology. A track provides strong training for graduate study in its subfield. *All tracks require completion of the biology major requirements as stated above* but provide concentrated study in one of the five subfields.

The Major in Biology: *Ecology and Evolution Track*

Additional requirements include Math 2200 or Math 3200. Students whose main interest is ecology must take at least two ecology electives and one evolution elective; students whose main interest is evolution must take at least two evolution electives and one ecology elective (evolution electives: Biol 3501, Biol 4181, Biol 4182 and Biol 4183; ecology electives: Biol 370, Biol 381, Biol 419, Biol 4195 and Biol 472). Also required are one elective in analytical methodology (CSE 131 or Math 322) and one elective in earth and planetary sciences (EPSc 201 or EPSc 323). The course used to fulfill the advanced laboratory requirement for the major must be Biol 373W, Biol 4193, Biol 437, Biol 4342 or Biol 434W.

The Major in Biology: *Genomics and Computational Biology Track*

Additional requirements include an advanced genomics/computational biology elective (Biol 324, Biol 4183, Biol 548 or Biol 5488); statistics (Math 2200 or Math 3200); and two outside electives (CSE 131 and CSE 247). CSE 240 is strongly recommended. The course used to fulfill the advanced laboratory requirement for the major must be Biol 3492, Biol 4220, Biol 4342, Biol 434W, Biol 437 or Biol 4525. Biology courses recommended for students in this track include Biol 334, Biol 3422, Biol 349, Biol 3491, Biol 4030, Biol 4181, Biol 4183 and Biol 4810. Recommended mathematics electives include Math 217 and Math 309.

The Major in Biology: *Microbiology Track*

Additional requirements include Biol 349, which should be taken during the spring of the sophomore year, and either Biol 451 or the pair of courses Biol 4810 and Biol 4820. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3491, Biol 3492, Biol 3493 or Biol 437. At least one of the following must be taken as an advanced microbiology elective: Biol 4492 or Biol 5426. At least one of the following must be taken as an allied elective: the pair of courses Biol 191 and Biol 192, Biol 424, Chem 453 or EPSc 323. Students should select one course each from biology major areas B and C. Biol 3501 is highly recommended as the course used to fulfill biology major area C. The total number of upper-level credits earned in major-track biology courses and allied electives must be at least 24.

The Major in Biology: *Molecular Biology and Biochemistry Track*

Additional requirements include both Biol 4810 and Biol 4820 as well as either Biol 334 or Biol 349. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3423, Biol 3491, Biol 3492, Biol 3493, Biol 4342/Biol 434W, Biol 437, Biol 4522, Biol 4523 or Biol 4525. Additional biology courses recommended for students in this track include Biol 3041, Biol 4023, Biol 4071, Biol 4183, Biol 4833 and Biol 5312.

The Major in Biology: *Neuroscience Track*

Biology major requirements must be met with the following courses: Biol 3058, area A (Biol 334, Biol 451, Biol 4810 or Biol 4820), area B (Biol 3411), and any course in area C. Students must then choose one of the following laboratory pathways: (1) Laboratory Pathway 1: one of the following courses: Biol 3423, Biol 360, Biol 373W or Biol 404; or (2) Laboratory Pathway 2: any other upper-level biology laboratory course on the list of approved laboratory courses for the biology major plus 6 credits of Biol 500N and/or Biol 500U (Independent Research in Neuroscience). Students must select at least one biology elective (Biol 3110, Biol 3151, Biol 328, Biol 3421, Biol 3422, Biol 4030, Biol 437 or Biol 4580) and one outside elective either in physics (Physics 350, Physics 355 or Physics 360) or psychology (Psych 330, Psych 360 or Psych 3604). Math 2200 or Math 3200 is recommended. Optional seminar courses in neuroscience include Biol 171 and Biol 4934. Physics 360 may count either as the advanced laboratory requirement or the outside elective course but not for both requirements.

Related majors can be found in the biomedical engineering (p. 1182), philosophy-neuroscience-psychology (PNP) (p. 923) and philosophy of science (p. 908) pages of this *Bulletin*.

The Major in Environmental Biology

Students interested in environmental biology typically take Biol 2950 Introduction to Environmental Biology during fall of the first year of study, although it may be taken later.

Required courses:

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
Biol 2960	Principles of Biology I (lecture and lab)	4
Biol 2970	Principles of Biology II (lecture and lab)	4
Biol 381	Introduction to Ecology	3
Chem 111A or Chem 105	General Chemistry I (lecture and lab) Introductory General Chemistry I	3

Chem 112A or Chem 106	General Chemistry II Introductory General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
EPSc 201 or EPSc 202 or EPSc 219	Earth and the Environment (lecture and lab) Introduction to Earth, Environmental, and Planetary Science Energy and the Environment	4
Math 131	Calculus I	3
Math 132	Calculus II	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Total Units		38

One of the following chemistry courses:

Code	Title	Units
Chem 261	Organic Chemistry I with Lab	4
EPSc 323	Biogeochemistry	3
EECE 210	Introduction to Environmental Engineering	3
EECE 505	Aquatic Chemistry	3
EECE 531	Environmental Organic Chemistry	3

One of the following courses in statistics or GIS:

Code	Title	Units
Math 2200	Elementary Probability and Statistics	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
EnSt 380	Applications in GIS	3

One upper-level biology lab course:

Any course that fulfills the advanced laboratory requirement of the biology major is acceptable; we recommend Biol 4193 Experimental Ecology Laboratory (4 credits, writing intensive).

One of the following Biol 300+ courses (Areas A and B in Biology):

Code	Title	Units
Biol 3041	Plant Biology and Genetic Engineering	4
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 334	Cell Biology	3
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains and Behavior	3
Biol 349	Microbiology	4

Biol 4023	How Plants Work: Physiology, Growth and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 451	General Biochemistry	4
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4810	General Biochemistry I	3

One of the following Biol 300+ courses (Area C in Biology):

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 4181	Population Genetics	3
Biol 4182	Macroevolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

One additional Biol 300+ major-track course (may include Biol 500):

Please refer to the Biology Course Listings (p. 381) in this *Bulletin*.

One of the following EnSt or EPSC 300+ courses:

Code	Title	Units
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EPSc 323	Biogeochemistry (only if not already taken for chemistry requirement)	3
EPSc 352	Earth Materials	5
EPSc 353	Earth Forces	4
EPSc 385	Earth History	3
EPSc 409	Surface Processes	3
EPSc 413	Introduction to Soil Science	3
EPSc 428	Hydrology	3
EPSc 429	Environmental Hydrogeology	3
EPSc 443	Methods in Biogeochemistry	3
EPSc 444	Environmental Geochemistry	3
EPSc 486	Paleoclimatology	3

Additional Information

Research: Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires

at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors: Biology majors are encouraged to work for senior honors, which require a 3.30 grade-point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of the junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Minors

The Minor in Biology

Units required: 18 units of biology and 14 units of chemistry

Required courses:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Introductory General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Introductory General Chemistry II	
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Total Units		22

Elective courses:

The minor requires 10 advanced units in biology selected from the following:

Code	Title	Units
Biol 3010	Biotechnology Project	3
Biol 3041	Plant Biology and Genetic Engineering	4
Biol 3058	Physiological Control Systems	2
Biol 3100	R Workshop in Biology	1

Biol 3110	Vertebrate Structure Laboratory	4
Biol 3151	Endocrinology	3
Biol 3220	Woody Plants of Missouri	3
Biol 324	Human Genetics	3
Biol 328	Principles in Human Physiology	4
Biol 334	Cell Biology	3
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains and Behavior	3
Biol 3423	Behavioral Genetics Laboratory	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 349	Microbiology	4
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 3501	Evolution	4
Biol 354	Physics of Living Systems	3
Biol 360	Biophysics Laboratory	3
Biol 370	Animal Behavior	3
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 381	Introduction to Ecology	3
Biol 4023	How Plants Work: Physiology, Growth and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4071	Developmental Biology	3
Biol 4181	Population Genetics	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
Biol 4220	Practical Bioinformatics	4
Biol 424	Immunology	4
Biol 4270	Problem Based Learning in Biomedical Sciences	3
Biol 4310	Biology of Aging	3
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing Intensive)	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4522	Laboratory in Protein Analysis, Proteomics and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4
Biol 4540	Physics of Living Systems	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4715	Basic Cancer Biology	3
Biol 4716	Advanced Cancer Biology	3
Biol 472	Behavioral Ecology	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3
Biol 4833	Protein Biochemistry	3

Additional Information

All courses used for the biology minor must be taken for a letter grade. A grade of C- or better must be earned in all of these courses. A student may not receive credit for both Biol 370 and Biol 472, or for both Biol 4342 and Biol 434W.

The Minor in Bioinformatics

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics. This program serves students from both departments as well as other students from the natural sciences and engineering with an interest in this field.

Units required: 23 to 24 units, as described below

Core courses:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
ESE 326	Probability and Statistics for Engineering	3
or Math 2200	Elementary Probability and Statistics	
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
or Math 3211	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
Total Units		17

Advanced biology elective: Choose one of the following:

Code	Title	Units
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 4181	Population Genetics	3
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

Computer Science & Engineering elective: Choose one of the following:

Code	Title	Units
CSE 514A	Data Mining	3
CSE 584A	Algorithms for Biosequence Comparison	3
or Biol 5504	Algorithms for Biosequence Comparison	
CSE 587A	Algorithms for Computational Biology	3

Additional Information

It is anticipated that, for those students majoring in biology or computer science & engineering (CSE), some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses in biology and CSE used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences. A minimum grade of C- is required for all courses to count toward the minor.

Courses

Visit online course listings to view semester offerings for L41 Biol (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L41&crslvl=1:4>).

L41 Biol 1103 Medical Imaging of the Human Body

A multimedia exploration of the human body via state-of-the-art imaging techniques, including CT, MRI, Ultrasound, and PET scans. The investigative challenge of diagnostic medical imaging is examined and common health issues including sports injuries, heart disease, stroke, cancer, arthritis, as well as early detection screening tests are discussed. Material is presented in a uniquely interactive and enjoyable manner. Prereq: one year high school or entry-level college biology.

Credit 3 units. A&S IQ: NSM BU: SCI

L41 Biol 112 First-Year Seminar: Introduction to Problem-Based Learning in Biology

In this course, students take responsibility for their own active, inquiry-based learning on biological problems. Instructors will guide small groups of four to six students in researching issues of biological importance using primary literature as their principal

resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this course have included neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy, among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment is limited. This course is intended for but not limited to prospective biology majors. Prerequisite: High school biology, preferably an honors or AP class. This course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 1260 First-Year Seminar: The Secret Lives of Plants

This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include how plants can survive with just water, minerals and light; how they transport water astonishing distances; their unusual sex lives; why they make seeds; how they can grow nearly forever; how they survive extreme environments without running to hide; why they synthesize caffeine, nicotine, THC, and opiates; how they defend themselves from pathogens without an immune system; how they sense their environment without dedicated sensory organs; how they have been modified by humans to provide food, fiber, and fuel; and how genetically modified (GMO) crops are made and their implications related to the environment and society. The overall goals are to enhance students' understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and to serve as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and to a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. The course will have a lecture/discussion/hands-on format for two of the three hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining hour (two students per class). Prerequisites: Students must have taken both biology and chemistry in high school and at least one at the AP or IP level, or they must have taken Biol 2960 or Chem 111/112. This course can be taken by both first-year and upper-level undergraduates, with a preference given to first-year students.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 131 Biology in the News

Students explore a number of biology topics that are frequently discussed in the media. We begin with an investigation into how to evaluate scientific claims reported in written (e.g., news articles, blogs, social media posts), visual (e.g., YouTube videos, Instagram posts) and audio media (e.g., podcasts). We then explore the topics of genetic modification, GMOs, cloning, and direct-to-consumer home DNA testing kits. Finally, we investigate medical topics, including cancer, vaccines and antibiotic resistance. We emphasize critical thinking and reasoning as it applies to the acceptance or rejection of scientific

claims presented in popular media formats. This course is intended for students not majoring in biology and who would like to learn more about scientific topics portrayed in the media as controversial and under debate.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 144 Ampersand: The Biology of Cancer Part I

Cancer is the second-leading cause of death worldwide. In spite of focused research efforts, cancer still poses a unique biomedical puzzle as it is now recognized that cancer is not a single disease, but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive first-semester course provides an introductory overview of the biology of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and transcription, protein synthesis, mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant tumors. Part I highlights the first three (of eight) central characteristics of cancer (known as the "hallmarks of cancer"): sustained proliferation, evasion of growth suppression, and replicative immortality. The course is a mix of lectures, student-led discussions/presentations, and activities. Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research as well as enhance reading and critical analysis skills. Students choose a specific topic/theme within the cancer paradigm for further study and near the end of the semester prepare a presentation to the class on the implications for cancer survivorship. Prerequisite: High school biology and chemistry; AP or Honors biology is highly recommended. Enrollment is limited to 20 students and restricted to first-year students in the "Hallmarks of Cancer & Patient Care" program.

Credit 4 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 1441 Ampersand: Frontiers in Cancer Research and Treatment

Cancer as a disease has touched countless people in every country and every lifestyle. Cancer is not one single disease; rather, it is a collective scourge of many underlying disorders. Over the years, biomedical research has led to a fuller understanding of cancer etiology and spawned new diagnostic and treatment strategies to better manage and treat this condition. More recently, the launch of the Precision Medicine Initiative by the National Cancer Institute has led to unprecedented insights into the cellular signaling pathways that drive the development and progression of cancer. Furthermore, the current onset of "omics" technology and high-throughput biological readouts has opened the possibility of precisely identifying molecular changes and affected metabolic pathways in individual cancers, paving the way for precision medicine and patient care. In this second semester, we will build upon our foundational understanding of cancer and explore recent and groundbreaking advances in cancer research and therapies. The course is driven largely by student-led presentations and discussions with a mix of faculty lectures and guest seminars. Students work in teams and take responsibility for their own active, inquiry-based learning by examining various cancer topics using primary literature as the principle resource. Learning to read, interpret, and assemble a presentation from scientific literature and biomedical research is emphasized. Student teams choose a hypothesis-driven topic of interest in the field of oncology for further study and, near the end of the

semester, prepare a written report and oral presentation to the class outlining its background, central hypothesis-driven question(s), experimental rationale/strategy, research data, scientific conclusion, and future direction. Prerequisite: BIOL 144. Enrollment is limited to students in the Hallmarks of Cancer & Patient Care program. Limited to 20 students.

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L41 Biol 1500 First-Year Opportunity: Molecular Biology of Genetic Disease

This course is for first-year, non-transfer students only. Students gain a fluency in biological language, methods, and reasoning as applied to human health. We study the molecular, cellular, and physiological perspectives for each health-related topic, and examine data and methods that support this knowledge. We emphasize problem-solving and reasoning as it applies to understanding biological processes. The content and problem-solving work are designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960

Credit 2 units. A&S IQ: NSM

L41 Biol 171 First-Year Opportunity: Neuroscience Futures I: How Do We Learn About the Brain?

In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by neurobiologists. Discussion then focuses on the formulation of scientific questions, evaluation of evidence, and interpreting data within the context of a broader field. Course is for first-year, non-transfer students only. Must be taken credit/no credit.

Credit 1 unit. A&S: FYO Arch: NSM Art: NSM

L41 Biol 1770 First-Year Opportunity: The Biology of Dog Breeds

This freshman seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses, and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author's arguments, and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table. Course is for first-year, non-transfer students only.

Credit 2 units. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 1771 Special Topics in Biology: Plant-Microbe Interactions

Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and they are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community nor how such a community is beneficial to plants

is well understood. Each year, students in this course explore a different topic related to interactions between plants and their associated microbes. During the 2020-21 academic year, our research will focus on virulence mechanisms used by the plant pathogen *Pseudomonas syringae* to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between *P. syringae* strain PtoDC3000 and one of its host, *Arabidopsis thaliana*, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease: 1) suppressing defense responses in the plant and 2) regulating gene expression in the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will spend two hours per week in the lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore, including 1) basic concepts in chemistry, biochemistry, and molecular biology; 2) learning and study strategies; and 3) other topics related to thriving at Washington University. This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Department of Biology. The small class size and laboratory setting of the course is intended to foster the development of student-professor mentoring relationships. The weekly time commitment involves two hours in the lab and one hour of discussion. Class size is limited to four students. Prerequisite: Permission of instructor.
 Credit 1 unit.

L41 Biol 1772 Special Topics in Biology: Plant-Microbe Interactions

This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Time commitment (weekly): 2 hours in lab, 1 hour of discussion (1 unit, P/F). Class size: 4 students Prerequisite: Permission of Instructor Research Question. Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Each year the students in Bio1771 explore a different topic related to interactions between plants and their associated microbes. During the 2020/2021 academic year our research will focus on virulence mechanisms used by the plant pathogen *Pseudomonas syringae* to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between *P. syringae* strain PtoDC3000 and one of its host, *Arabidopsis thaliana*, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease, including 1) suppressing defense responses in the plant and 2) regulating gene expression in the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will

spend two hours per week in lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including: bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL.

Credit 1 unit.

L41 Biol 181 First-Year Opportunity: Introduction to Cutting-Edge Research in Biology

A lecture course intended for first-year students that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what goes on in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Enrollment is restricted to first-year, non-transfer students.. Must be taken Credit/No Credit.

Credit 1 unit. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 1811 First-Year Opportunity: Research and Conservation in Zoos and Botanical Gardens

An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth Campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions and to tour facilities to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students will write three short papers; each paper will be based on a class lecture and its associated readings. Must be taken credit/no credit. Course is for first-year, non-transfer students only.

Credit 2 units. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 191 Ampersand: Phage Hunters

This is a research-based laboratory course for first-year students. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of the student's own phage, DNA isolation and restriction mapping, and EM characterization of the phage. Several Washington University phages are selected for genome sequencing over winter break and then annotated in the spring in Biol 192 Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prerequisites: High school courses in biology and chemistry, with at least one at the AP or International Baccalaureate level, and permission of instructor. This course involves one hour of lecture, one hour of discussion, and three hours in the lab per week; it is for first-year students in the Phage Hunters Program only.

Same as L61 FYP 1910

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM
BU: SCI

L41 Biol 192 Ampersand: Phage Bioinformatics

This is a research-based laboratory class for freshmen. Students join a national experiment organized by HHMI, with the goal of genomic characterization of a local phage. Laboratory work focuses on learning computer-based tools for genome analysis followed by annotation and comparative analysis of the genome of a phage (bacterial virus) that was isolated during the fall semester at Washington University and sequenced over winter break. Prerequisites: high school courses in biology, chemistry, and physics (at least one at the AP or International Baccalaureate level); permission of the instructor. Limited to 40 students; preference given to those completing Biol 191 Phage Hunters. One hour lecture, one hour discussion, and three hours lab per week.

Same as L61 FYP 1920

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM
BU: SCI

L41 Biol 200 Introduction to Research

This is an introduction to laboratory and field research in biology for first- and second-year students. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisites: less than 60 units completed; permission of mentor and the department. For online enrollment instructions, visit the Bio 200/500 webpage (https://pages.wustl.edu/Bio_200-500_independent_research/register/). Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until mid-semester. Credit/no credit only.

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 200N Introduction to Research in Neuroscience

This course provides an introduction to research in neuroscience under the supervision of a faculty mentor. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed and permission of the mentor and the department. For online enrollment instructions, visit <https://sites.wustl.edu/bio200500independentresearch/>. Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until mid-semester. Credit/No credit only. Course may not be taken for a letter grade.

Credit variable, maximum 3 units.

L41 Biol 200S Summer Introduction to Research

Summer research under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit during different summers. Credits are received during the fall semester after the summer research. The application deadline and registration information can be found on the Bio 200/500 course website (https://pages.wustl.edu/Bio_200-500_independent_research/). Credit/no credit only.

Credit variable, maximum 3 units. A&S IQ: NSM

L41 Biol 200U Summer Introduction to Research in Neuroscience

Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of the mentor and the department. Credit to be determined in each case, usually 3 units/summer. Course may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Biol 200/500 course website: <https://sites.wustl.edu/bio200500independentresearch>. Credit/no credit. Course may not be taken for a letter grade.

Credit variable, maximum 3 units.

L41 Biol 2010 Ampersand: The Science of Biotechnology

Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program. The first two weeks of the course introduce students to the history of biotechnology, the Biotech Explorers Program, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only.

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L41 Biol 2020 Ampersand: Biotechnology Entrepreneurs Seminar

Although the biotech industry is science-based, the risks of product and technology development, legal issues, and market pressures make the landscape full of uncertainty. Lectures and textbooks fall short of delivering true insight about the process and challenges of bringing ideas to real-world products. This second semester freshman seminar course is designed to develop an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process. This 1-credit seminar course introduces students to the basics of innovation and entrepreneurship as a framework for marketable discoveries, builds an appreciation of how biotech companies start, obtain funding, and navigate intellectual property, provides an overview of career options in biotech, and insight on the hiring process. Prerequisites: Students need to have completed Biol 2010: The Science of Biotechnology for enrollment in this course and be currently enrolled in Biol 2960: Principles of Biology I. Limited to 20 students.

Credit 1 unit. A&S: FYS

L41 Biol 2111 Nutrition

This introductory course examines nutrition as an interdisciplinary science. Topics include the chemistry, function, and metabolism of nutrients; regulations of food intake; food habits; digestion and absorption of nutrients; methods of determining the nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; relation of nutrition to disease; toxic materials in foodstuffs; economic, nutritional, and social problems involved in feeding the world population; and future possibilities for meeting nutritional needs of the world's population.

Credit 3 units. A&S IQ: NSM BU: SCI

L41 Biol 212 uSTAR Seminar

This seminar course is designed for students who are part of the uSTAR Program at Washington University. The course will provide a formal setting to guide this population into becoming successful researchers in the academic community, with an additional goal of increasing their PhD pursuits. Students in the course will be exposed to scholarly discussions through student-selected journal readings. The course will discuss the different approaches taken to scientific inquiry and the dissemination of knowledge, in addition to the topic of integrity in research and important ethical issues that impact scientific investigation. Students will be exposed to topics relating not only to their area of study but to that of their peers as well. Student presentations on both scholarly journal readings and their own research will enable them to develop the ability to effectively communicate research to a broad audience. From this course, the uSTAR students will develop the skills to read, understand and critically evaluate publications, and they will build a broad understanding of research in multiple fields within the natural sciences. Students will also come away with a greater understanding of the ethical issues that face the scientific community on a daily basis. Credit 1 unit.

L41 Biol 2431 Ampersand: Pathfinder - A Sense of Place: Discovering Missouri Natural Heritage

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 244 Ampersand: The Oncology Healthcare Team

It's news no one wants to hear: "You have cancer." A cancer diagnosis can be overwhelming. The physical and emotional effects that come with this disease and its treatment can be significant. People often need the experience and skills of several different medical specialists to navigate and treat cancer. The various medical professionals involved in cancer care make up the oncology healthcare team. In this third-semester course, we will partner with Siteman Cancer Center and its affiliates to explore the multitude of professions that constitute the oncology healthcare team. In bi-weekly rotations, students will be introduced to various aspects of cancer-patient care and treatment through members of the oncology healthcare team, including oncologists, pathologists, surgeons, clinical geneticists, nurses, psychologists, and public health professionals. The course is a mix of guest lectures, discussions, site visits, activities, and shadowing healthcare professionals. Students will reflect on their experiences in weekly journal entries and must submit a final reflection paper that is due at the end of the semester, synthesizing semester experiences with core competencies for individuals desiring to enter a health profession. Prerequisites: Biol 144 and Biol 1441. Enrollment is limited to students in the "Hallmarks of Cancer & Patient Care" program.

Credit 2 units. A&S IQ: NSM

L41 Biol 265 Experience in the Life Sciences

Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: for example, students may accompany a Washington University faculty physician on rounds and prepare a paper on an organ system or disease, participate in a clinical or applied ecological study and report on it, or participate in science outreach teaching. Participants must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester, and a final paper is due after two semesters. This course does not count toward the major. Students are registered by the department after approval is granted. Credit/no credit only. Credit 1.5 units.

L41 Biol 2651 MedPrep I: The Lecture Series

This is a unique lecture series taught by a physician, a former medical school course master, and a member of the Committee on Admissions for the School of Medicine. Through a weekly two-hour lecture, this course gives students accurate, honest, and detailed information regarding every step of the medical school application and admissions process, the entire educational process (including medical school and residency training), and the pros and cons of life as a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take in each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. There is a \$10 course fee used for guest speaker stipends, guest speaker travel to St. Louis, audiovisual needs, and other course-related items. For more information, please see the MedPrep website: medprep.wustl.edu. Credit 1 unit.

L41 Biol 2652 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate premedical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine. Research Associates are expected to work two four-hour shifts per week in the St. Louis Children's Hospital Emergency Department and to attend a weekly two-hour lecture. Lectures are given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the Emergency Department research team. In addition, students' experiences in this course may help them to determine if medicine is truly the career path they wish to pursue. Prerequisite: Sophomore level or higher, and permission of Instructor. Registration is done through this website: <http://pediatrics.wustl.edu/pemrap>. This course may not be taken concurrently with Biol 2654 MedPrep II. Credit 3 units.

L41 Biol 2654 MedPrep II - The Shadowing Experience: Emergency Medicine

This course offers students a real-world, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. In addition to the shadowing, there is a required class session each week. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. There is a \$25 course fee for a MedPrep shirt and other course-related items (e.g., audiovisual materials), and HIPAA training and PPD testing are required. For more information and to register for this course, interested students should visit the MedPrep website at medprep.wustl.edu. Registration is done through the website, not through WebSTAC. Prerequisites: Biol 2651 and sophomore standing or above. During the summer semester, students may take Biol 2651 and Biol 2654 concurrently. Credit 1 unit.

L41 Biol 2656 Introduction to Health Professions: Audiology, Occupational Therapy, Pharmacy, and Physical Therapy

This course provides students interested in health professions with an overview of occupational therapy, physical therapy, audiology, and pharmacy. Students gain a better understanding of the scope of practice, markets, and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students participate in self-directed learning experiences (which may include in-person or virtual shadowing, attending professional presentations, meeting with health care professionals or graduate students, or sitting in on graduate-level classes) and culminate their study

with an inter-professional education session with a panel of faculty from the different health professions. Students finish the course with a better understanding of whether a career in health professions is right for them.

Credit 1 unit.

L41 Biol 2658 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences (PEMRAP II)

PEMRAP II is a continuation of Biol 2652 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of Emergency Department (ED) patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the ED research team in the St. Louis Children's Hospital Emergency Department. Returning RAs assist in training and mentoring incoming PEMRAP students (Biol 2652) in ED protocol, work approximately one four-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible for meeting hospital non-apointee requirements and staying current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members to introduce the basics of the clinical research process, specific studies, and pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence, and excellent interpersonal skills. There is no outside course work and no exams. Full participation is required. 45 shift hours = 1 credit. Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Biol 2651, Biol 2652, or Biol 2654. Enrollment with permission of instructor. Prerequisite: Biol 2652 (PEMRAP I). Pass/fail, 1 to 2 units per semester. Credit variable, maximum 2 units.

L41 Biol 265S Summer Experiences in Life Sciences

Earn credit for clinical research and other non-classroom learning in the life sciences during the summer. The variety of activities arranged by the student with their WashU faculty mentor have included but are not limited to: participation in clinical research or applied ecological research and report on it; shadow a physician on rounds or in clinic; prepare a paper on an organ system or disease; participate in science outreach teaching, etc. Participants must meet regularly with the faculty mentor or designee and commit to at least 140 hours over two semesters. An application is required each semester which includes a work plan, that must be approved prior to registration. A semester Summary Report is due after one semester and a Final Summary Report after two semesters. Bio 265 does not count toward the Biology major/minor. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information and to access the application, please go to: <https://sites.wustl.edu/bio265/>. Students are registered by the Biology department after faculty mentor and course master approval is granted. Summer Application Deadline - First Friday of June. Credit/No Credit only. Credit variable, maximum 1.5 units.

L41 Biol 2950 Introduction to Environmental Biology

Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in EnSt 215: Introduction to Environmental Humanities.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 2960 Principles of Biology I

This course is an introduction to biological molecules and biochemical strategies employed by the three domains of life. The flow of genetic information within cells is discussed in the context of cellular structure, organization, and function. The investigation and manipulation of genetic information by molecular genetic technologies, such as recombinant DNA, forms the final phase of the course. Labs reinforce concepts from lectures and explore common laboratory techniques and computer-based resources. Prerequisites: Chem 111 and Chem 112 (concurrently).

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 2970 Principles of Biology II

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lecture/problem solving sections and one laboratory period per week. Does not fulfill the laboratory requirement of the biology major. Prerequisite: Biol 2960 or permission of instructor. This course must be taken for a grade to count toward the Biology major.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3010 Biotechnology Project

This second-year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Biol 3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Prerequisites: Biol 2010 and Biol 2020. Writing intensive. Limited to 20 students.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 303A Human Biology

How did Elvis, Socrates and Babe Ruth die? How did David Letterman and Dick Cheney survive? In this course we work toward understanding the biology behind human health and disease. We examine cases from the news, literature and history. We work like detectives to understand how and why the characters were affected and healed or died. This course is designed for students who do not plan to major in science, and no prior science background is expected. Prerequisite: sophomore standing or permission of instructor. A student may not receive credit for both Biol 303A and Biol 100A, 2960, 2970, or UCollege B320, B3201, B321, B3211.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3041 Plant Biology and Genetic Engineering

A 4-credit lecture course that provides an introduction to plant development, genetics, physiology and biochemistry with emphasis on processes that can be manipulated or better understood through genetic engineering. The course is divided into three sections. The first section of the course discusses basic plant biology, development and genetics. The second part emphasizes gene structure, expression and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. During the third part of the course we discuss a variety of examples of genetically engineered traits, including: herbicide resistance; fruit ripening; pathogen and/or insect resistance; and the use of plants for production of industrial and pharmaceutical compounds. Friday discussion sections focus on critical reading of the primary literature related to the material covered in lecture. Prerequisites: Biol 2960 and Biol 2970.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3058 Physiological Control Systems

Systems physiology with emphasis on human physiology. Prerequisites: Biol 2960 and Chem 112A.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 307A Human Variation

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 307A

Credit 3 units. A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

L41 Biol 3100 R Workshop in Biology

Biologists in all areas increasingly find that they have the need and opportunity to work with large data sets. The goal of this 1-credit course is to provide students with an opportunity to gain skills in data analysis and presentation using R, a free software environment for statistical computing and graphics (<https://www.r-project.org/>). Topics include an introduction to basic programming in R, data types and manipulation, graphics, hypothesis testing and statistics, and applications to various fields of biology ranging from ecology to genomics. The course consists of 10 two-hour workshops that include

a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisite: concurrent or prior course in statistics (Math 2200 or Math 3200) or permission of instructor.

Credit 1 unit.

L41 Biol 3110 Vertebrate Structure Laboratory

A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. 1.5 hour lecture and 5 hours lab each week. Prerequisite: Biol 2970.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3151 Endocrinology

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell and tissue interactions as well as the cell and molecular events associated with hormone action are discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also are included. Prerequisite: Biol 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3160 Beyond the Evidence

Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing this issue? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate their children? What if I told you that the scientific evidence does not matter? Over the last few decades, neither better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this course, we will explore the different factors that contribute to the reasons why scientific evidence does not matter for the individual choices we make or policies we support. We will especially consider how values, beliefs, emotions, and identity shape how we process information and make decisions. We will examine how we might talk to one another in a way that might shift thinking or behavior as well as how we can create evidence-based policy. We will explore themes of worldview, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, bumbles in messaging, and difficult dialoguing through the examples of climate change and vaccination. Course activities will consist of regular reading, some online research, reflective journaling at home, and engaging in conversation during class. This course is designed to target upper-level students in environmental majors and pre-health studies.

Same as L82 EnSt 316

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L41 Biol 3180 Domestication: The Evolution of Our Multispecies Family

This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to 'the

industrial microbiome,' this course will ask how other species have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication.

Same as L48 Anthro 3180

Credit 3 units. A&S IQ: LCD, SSC BU: BA

L41 Biol 3220 Woody Plants of Missouri

Washington University's Danforth Campus is home to more than 4000 trees and is now a registered arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, and aesthetic beauty. In this course, students will study the biology of woody plants in the classroom and in our arboretum. Specifically, students will learn woody plant systematics, physiology, and ecology as well as applied and hands-on techniques. Students will learn to collect forestry data and to identify trees by leaf, bud, bark, fruit and crown. They will learn to plant, propagate, and care for trees and other woody plants. They will also contribute to the ongoing research in our arboretum and to the education of their peers and campus visitors by adding new trees to the arboretum collection and by monitoring the campus trees as they learn to collect data on growth and phenology. Students who successfully complete this course will be eligible to join the Danforth Arboretum "Loraxes" for the remainder of their time at Washington University. Loraxes will be arboretum ambassadors and will be called upon from time to time to lead tours of the arboretum for prospective students, science outreach, or members of the campus community. Prerequisite: Biol 2960.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 324 Human Genetics

This course offers broad coverage of the role of genetics in medicine, with a focus on the application of genomic technologies to the understanding of human disease. Areas covered include the identification of human disease genes, modern cytogenetics, risk assessment in pedigrees, biochemical genetics, imprinting, mitochondrial genetics, gene therapy, complex inheritance, assisted reproduction, prenatal diagnosis, immunity, cancer, and pharmacogenetics. The profound ethical and legal considerations raised by modern genetic technologies are also discussed.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 328 Principles in Human Physiology

This course is designed to provide students with an understanding of the function, regulation and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. Prerequisite: Biol 3058 or equivalent.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 334 Cell Biology

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport; endocytosis and secretion; intracellular trafficking; hormones and signal transduction; extracellular matrix and tissue formation; cytoskeleton and motility; and cell cycle, apoptosis and the cellular basis of disease. Prerequisite: Biol 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3411 Principles of the Nervous System

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960, Biol 2970 (recommended), Biol 3058 (recommended) or Psych 3401 and permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3421 Introduction to Neuroethology

The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits. Prerequisite: one of the following courses: Biol 3058, Biol 3411 or Psych 3401. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3422 Genes, Brains and Behavior

Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about "nature vs. nurture"; contributions of genetic model systems including the nematode *Caenorhabditis elegans*, the fruit fly *Drosophila melanogaster*, zebrafish, the mouse *Mus musculus* and other animal models; molecular mechanisms underlying the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prerequisite: Biol 2970. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3423 Behavioral Genetics Laboratory

This course introduces students to fundamental concepts of how genes govern behavior by using the model system *Drosophila melanogaster*. Students learn modern and classic laboratory techniques, including fly crossing, genetic screens, behavioral assays, microscopy, and electrophysiology. Specifically, we use the GAL4/UAS system to assess the role of microRNAs in a variety of fly behaviors. A primary goal of the course is to develop real-world research skills by having students design, propose, and execute a set of novel research questions. Statistical analysis and interpretation of student data are emphasized. To build a solid conceptual background, lectures are given once per week, and students read, analyze, and discuss primary research articles. Understanding is assessed through journal club reports and presentations, research reports, and a final presentation of experimental results. This course is designed for upper-level students who have taken Biol 2960 and Biol 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 343A Plants, Environment and Civilization

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology and plant conservation. Prerequisite: Junior standing or permission of instructor. Does not count toward upper-division credits required for the major. Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L41 Biol 347 Darwin and Evolutionary Controversies

This course's focus is on controversies in evolutionary biology from Darwin's day to the present. Most of the controversies concern scientific issues such as Kelvin's estimate of the age of the earth, Jenkin's argument against blending inheritance, neutral variations, effects of isolation on the role of selection, and mass extinction and "nemeses," but some address social issues such as evolutionary ethics and "scientific creationism." Emphasis in the readings is on primary sources, including Darwin's "Origin of Species." Writing intensive. Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 349 Microbiology

This 4-credit lecture course focuses on the molecular biology of bacteria, archaea and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biol 2960 and 2970, or permission of instructor. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3491 Microbiology Laboratory

After introducing students to the basics of bacterial growth and maintenance, this laboratory course employs microscopy, genetics, cell biology, and genomics to explore various aspects of bacterial physiology, structure, and identification. Students will present their findings throughout the semester in both written and oral formats. Roughly one hour of lecture and five hours of laboratory work are required per week. This course fulfills the upper-level laboratory requirement for the biology major. Prerequisite: Biol 2970. Biol 349 also recommended. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3492 Laboratory Experiments with Eukaryotic Microbes

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original research is carried out. Prerequisites: Biol 2960 and 2970 and permission of instructor — contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the biology major. Enrollment limited to 12.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 3493 Bacterial Bioprospecting and Biotechnology

Many bacteria are essential in food industry (fermentation of meats, cheeses and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus *Streptomyces* and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Biol 2960 and 2970. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the biology major. Enrollment limited to 16.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 3501 Evolution

A general survey of evolutionary biology covering both microevolution and macroevolution. Topics include natural selection, genetic drift, gene flow, sexual selection, kin selection, pathogen evolution, speciation, phylogenetics, molecular evolution, and evolutionary-developmental biology. Weekly discussion sections focus on the analysis of recent studies related to lecture topics. Prerequisite: Biol 2970.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 354 Physics of Living Systems

One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth. Pre-requisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units

Same as L31 Physics 354
Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI EN: BME T, TU

L41 Biol 360 Biophysics Laboratory

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206 or permission of instructor. Same as L31 Physics 360

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L41 Biol 363 The Neuroscience of Movement: You Think, So You Can Dance?

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.

Same as L29 Dance 363

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 370 Animal Behavior

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition and parental care. A student may not receive credit for more than one of the courses Biol 370, Biol 372 and Biol 472. Prerequisite: Biol 2970 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 373W Laboratory on the Evolution of Animal Behavior (Writing Intensive)

This course explores the costs, benefits, and constraints that drive the evolution of animal behavior. It is divided into four modules that cover a range of common empirical and numerical tools in modern evolutionary biology (no prior experience in any of the following topics is necessary): (1) a brief overview of basic statistics and a tutorial in R; (2) an experimental lab on agonistic behavior in crickets; (3) a computer simulation lab on the evolution of animal communication; and (4) a phylogenetic comparative analysis lab exploring the topic of sexual selection. Laboratory modules are hands-on and student driven. They begin with an overview of relevant literature and a discussion of key questions that have been addressed experimentally in that field. Students are then encouraged (and guided) to apply these concepts to the design, execution, and analysis of individual and/or collaborative research projects. In the process, they learn how to apply some of the latest numerical and/or empirical research tools in evolutionary biology. A majority of class time is devoted to active learning through the collection and analysis of data (each lab module lasts four weeks). The course also includes

weekly presentations by the instructor and class discussions on topics that help place the students' work into the broader context of evolutionary theory. Prerequisites: Biol 2970 and Psych 100B or permission of instructor. This course is writing intensive. Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 381 Introduction to Ecology

This course explores the central theories and principles in ecology and evolution as well as the use of these principles to study and predict human-induced environmental changes. It emphasizes understanding species interactions and population dynamics in biological communities, and the relationships between communities and their environment. It regularly touches on applications of these principles such as ecological responses to global climate change, consequences of habitat fragmentation, disease ecology, and conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology, and they are also emphasized throughout the course. Class meetings will include lectures, class activities, computer simulation labs, and smaller group discussions to familiarize students with peer-reviewed journals, scientific writing, and current issues in ecology. Assignments include regular homework reading, occasional problem sets, participation in tutorials/discussions, and a small term-paper. Prerequisite: Biol 2970 or Biol 2950 or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 387 Undergraduate Teaching

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/no credit only. Credit variable, maximum 3 units. A&S IQ: NSM

L41 Biol 388 Undergraduate Teaching

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/No Credit only. Credit variable, maximum 3 units. A&S IQ: NSM Art: NSM

L41 Biol 3900 Science for Agriculture and Environmental Policy

Government policies at the local, state, and national levels determine and regulate activities that range from local farmers markets to U.S. membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This course focuses on the biological science behind policies for climate change and agricultural practice as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new U.S. President and the elevation of the President's science advisor to Cabinet level. This course is divided into three parts. First, we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who

have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion, and write a term paper on the foundational biological science. The goals of this course are as follows: (1) to develop an understanding of how science is used to develop policy by examining case studies presented by experts; and (2) to critique a proposed science-based policy either at the state or federal level.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4023 How Plants Work: Physiology, Growth and Metabolism

This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisites: Biol 2960 and Biol 2970, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4030 Biological Clocks

Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people.

Credit 3 units. A&S IQ: NSM Art: NSM

L41 Biol 404 Laboratory of Neurophysiology

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prerequisites: Biol 3411 or Psych 4411 and permission of Student Coordinator, Erin Gerrity. Biol 3411 may be taken concurrently.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L41 Biol 4071 Developmental Biology

An introduction to the molecular and cell biology of animal development. The course is divided into three broad sections: (1) an introduction to the major cell-cell signaling systems used during development and their study in model organisms; (2) molecular studies of early vertebrate development; and (3) the biology of stem cells. The focus is on molecular approaches applied to important model systems but framed in classical concepts. Prerequisites: Biol 2970 and Biol 334; a course in biochemistry is recommended. Small class.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4181 Population Genetics

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Biol 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4182 Macroevolution

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4183 Molecular Evolution

A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Biol 2970 or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

L41 Biol 419 Community Ecology

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution, and conservation. This course provides an introduction to the study of pattern and process in ecological communities, with an emphasis on theoretical, statistical, and experimental approaches. Topics include ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs); species coexistence; and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling, and presentation of ecological data using the statistical program R. Prerequisite: Biol 2970 (required), Biol 381 (recommended), or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4193 Experimental Ecology Laboratory

The goal of this course is to provide skills in the design, interpretation, and written presentation of ecological and evolutionary experiments, with emphasis on sampling methodology, hypothesis testing, and data analysis. A key objective of this course is to familiarize students with the importance of statistics and experimental design as unified tool, rather than two separate processes. We will practice how to abstract theories, hypotheses, predictions, mathematically, how to contrast them with data, and interpret the results. The course does not seek to be exhaustive of all experimental designs or statistical techniques, nor intensive in any given one. Rather, its focus is on providing the tools and concepts for the critical evaluation, choice, interpretation and further independent learning of the experimental and statistical tools needed for research. Practical analysis of data will be taught in program R, but no prior knowledge is required. During the course, students will plan and execute their own ecological studies, within the limitations of the current pandemic. This is a writing intensive

course and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major.

Prerequisites: Permission of instructor and at least one of the following: Bio Bio 3501, Bio 372, Bio 381, Bio 419, or Bio 472. Enrollment is limited to 10 students. Credit 4 units.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L41 Biol 4195 Disease Ecology

Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases, with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Prerequisites: Biol 2970 required, Biol 381 recommended, or permission of instructor.

Credit 4 units. A&S IQ: NSM Arch: NSM BU: SCI

L41 Biol 4202 Anthropological Genetics

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 4202

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4220 Practical Bioinformatics

From medicine to genomics to ecology, all fields of biology are now generating large and complex datasets that can only be analyzed using computational approaches. This course introduces computational techniques and perspectives to biologists that are new to computational thinking. Students will learn how to design research workflows, decompose complex problems into simpler solvable units, and apply scientific computing principles to research. In addition, students will practice foundational computing skills, such as using the UNIX operating system on research clusters, writing custom analysis programs with shell scripts and with Python, and summarizing and visualizing analysis output. The laboratory exercises build on one another, culminating in the construction of a bioinformatics pipeline that can process and analyze molecular data. Students will apply their newly learned computational skills and use their pipeline to analyze virus sequence evolution and explore evolutionary models. Prerequisites: Biol 2970; Math 132 (Calculus II); Math 223 (Calculus III) or Math 2200 (Elementary Probability); CSE 131 (Computer Science I; suggested course); permission of instructor. Credit/no credit.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 424 Immunology

Basic molecular and cellular aspects of the vertebrate immune system with emphasis upon the interrelationships of non-specific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative of the successes and failures of the immune system. Case studies will be presented

by the students on an array of immune system disease.
Prerequisites: Biol 2970 and Chem 262. Interested Juniors in their second semester are particularly encouraged to register for this course.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4270 Problem Based Learning in Biomedical Sciences

Groups of 5-8 students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Prerequisite: Biol 2970; some experience in molecular biology. A biology or science background is required. Same content as discontinued course Biol 427, but not Writing Intensive. Not available to students who have credit for Biol 427.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 429 Cellular Transformations

Cellular Transformations is a course developed for students interested in using emerging technologies and cross-disciplinary approaches in design production and implementation. This course allows each student to develop abstract thinking and learn modern design and fabrication processes including digital media and 3D technologies. In this course, students learn the basic principles underlying biological architecture, with a particular emphasis on structures and processes responsible for complex architectures within cells. Students then use biological design principles as inspiration for their individual projects. Through digital modeling and scanning of biological structures, each student develops a transformation process that analyzes the performative aspects of a new emerging design. These designs are modeled through CAD/CAM (laser cutting) and Rapid Prototyping (3D Printing) for physical outputs. Prerequisites: Biol 2970 or Biol 334.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4310 Biology of Aging

This course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include the biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging (e.g., Alzheimer's disease, the dementias). We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: Biol 2960 and Biol 2970 or equivalent; Chem 105 and Chem 106 or equivalent are recommended.
Credit 3 units. A&S IQ: NSM BU: SCI

L41 Biol 4342 Research Explorations in Genomics

A collaborative laboratory investigation of a problem in comparative genomics utilizing a variety of bioinformatics tools to manage and investigate large data sets (currently including genomic sequences, gene predictions, sequence conservation, and gene expression). In spring 2018, the research problem involved improving the sequence of a region of the *Drosophila eugracilis* genome and working with one of these sequences to examine patterns of genome organization, gene structure, and gene regulation. Prerequisites: Biol 297A, Chem 111/112, Chem 151/152. Although Biol 3371 or Biol 437 and some familiarity with computers would be advantageous, this is *not* required. Fulfills the upper-level laboratory requirement for the biology major.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 434W Research Explorations in Genomics (Writing Intensive)

Content equivalent to Biol 4342. Students electing the writing option are required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L41 Biol 437 Laboratory on DNA Manipulation

This course provides investigation-driven research on the experimental manipulation of DNA and RNA molecules. This includes the construction, isolation, and analysis of plasmids, RNA, PCR products, and DNA sequencing. Molecular cloning (genetic engineering), gene knockouts (mutants), RNA isolation, RT-PCR, and microarray projects are performed. Prerequisites: Biol 2960 and Biol 2970. One hour of lecture and six hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the biology major. Enrollment is limited to 12. A laboratory fee is required for students who are not full-time Washington University undergraduates.
Credit 4 units. A&S IQ: NSM Art: NSM

L41 Biol 4381 Cell-Based Tissue Engineering and Regenerative Medicine

This course focuses on how new directions in cellular, molecular and developmental biology are interfacing with advances in biomaterials tissue engineering, innovative devices, and advanced technologies (such as 3D printing and CRISPR) to replace, restore, and/or correct genetic, acquired, or damaged tissues and organs. Coverage includes the rapidly expanding use of types of stem cells and their preparation alone or in concert with biomaterial scaffolds, nanomaterials, and growth factors. Tissue engineered therapies for cancer, diabetes, autoimmune disorders and other conditions are reviewed. Examples of tissue engineering approaches for regeneration of nerves, cardiovascular, kidney, cartilage, bone, ligament, tendons, and skin are discussed in some detail. Regulatory issues, ethical guidelines, and commercial perspectives will be woven into our discussions. Prerequisites: Biol 2970, Biol 3058, Biol 334
Credit 3 units. A&S IQ: NSM

L41 Biol 4492 Infectious Diseases: History, Pathology, and Prevention

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, malaria, and tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: One semester of Biol 500: Independent Research or equivalent is required. Preference will be given to students who have completed Biol 349 Fundamentals of Microbiology. Area A. Writing intensive.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 451 General Biochemistry

A study of structure-function relationships as applied to carbohydrates, proteins, and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prerequisites: Biol 2970, Chem 262, and permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4801 and Biol 451.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4522 Laboratory in Protein Analysis, Proteomics and Protein Structure

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by 2-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, X-ray crystallography and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the biology major. Prerequisites: Chem 252 and either Biol 451 or Biol 4501/Chem 456. Permission of instructor required. Limit: eight students. Eight hours of laboratory/lecture per week.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4523 Molecular Methods in Enzyme Analysis

Understanding enzyme structure and function is essential for many important drug-design projects. This course focuses on common methods used to investigate enzyme active sites to elucidate binding interactions between small molecules and enzymes. Students use three-dimensional protein viewing software to design and model modifications to an enzyme active site, and they then perform those modifications using recombinant DNA technology and site-directed mutagenesis. This course also introduces other commonly used methods to assay active-site metals, characterize inhibitors, overexpress and purify proteins, and use ultraviolet spectroscopy to analyze enzyme activity. This is an investigative course in which students complete collaborative research projects in small groups. It fulfills the upper-level laboratory requirement for the generic biology major and the biochemistry track; intended for students who have no other courses that fulfill these requirements. Prerequisite: Biol 2970. Limit 12 students.

Credit 4 units. A&S IQ: NSM Arch: NSM BU: SCI

L41 Biol 4525 Structural Bioinformatics of Proteins (Writing Intensive)

In this investigative laboratory course, students will be given high-quality, experimentally determined, three-dimensional structural coordinates, and they will use cutting-edge bioinformatics tools and methods to evaluate and analyze these datasets. Some topics to be covered include structural validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein-protein and protein-ligand interactions, protein and structure-based sequence alignments, inferring protein function from structure, electrostatic interactions, and threading and homology modeling. Upon completing their analyses, students will be responsible for writing a manuscript that will be submitted to a scientific journal for publication. Prerequisites: Biol 2960 and Chem 262. This course fulfills the upper-level laboratory requirement for the biology major.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 4540 Physics of Living Systems

Contents are the same as Phys 354. Graduate students will explore the subject in more depth. Pre-requisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units

Same as L31 Physics 454

Credit 3 units. A&S IQ: NSM Arch: NSM EN: TU

L41 Biol 4580 Principles of Human Anatomy and Development

This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.

Same as L48 Anthro 4581

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4582 The Physiology and Biophysics of Consciousness

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored include the following: (1) Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? (2) Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is the brain activity that generates consciousness localized or distributed? Does it involve interacting brain regions? Does the brain activity that generates consciousness migrate to different brain regions? (3) How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? (4) How does the brain's ability to function as a computer relate to consciousness? In many respects, the brain functions like a computer using electrical signals called *action potentials*. Action potentials in neuronal networks function in a way that is analogous to how DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve? Does electrical activity in the brain have a fundamentally different purpose in addition to computation? (5) Is our knowledge of the physical world too primitive and incomplete for us to understand consciousness? The brain is an electronic device, and consciousness clearly depends on its electrical activity. However, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Prerequisites: Biol 3411 or equivalent; college-level physics, some knowledge of computers.

Same as L64 PNP 402

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4715 Basic Cancer Biology

More than two thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics will be presented in a basic scientific nature, with an emphasis on gaining a broad understanding of the subjects. Prerequisite: Biol 2960 or equivalent. Not available to students who have credit for Biol 144 or Biol 1440.

Credit 3 units. A&S IQ: NSM BU: SCI

L41 Biol 4716 Advanced Cancer Biology

This advanced course provides students with a more in-depth understanding of the molecular mechanisms of cancer. We will discuss tumor suppressors, oncogenes, signaling pathways, animal models in cancer, and novel targeted cancer therapies being developed by biotechnology and pharmaceutical companies. Prerequisite: Biol 144, Biol 1440 or Biol 4715.

Credit 3 units. A&S IQ: NSM BU: SCI

L41 Biol 472 Behavioral Ecology

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active learning component. Prerequisite: Biol 2970 or permission of instructor.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4810 General Biochemistry I

The first part of a two-semester survey of biochemistry. This course covers biological structures, enzymes, membranes, energy production and an introduction to metabolism.

Prerequisites: Biol 2960 and Chem 262. Large class.

Same as L07 Chem 481

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4820 General Biochemistry II

This course is a continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism; signal transduction; transport across membranes; DNA replication and repair; transcription and translation; molecular motors; mechanisms of drug action; and natural products biosynthesis.

Prerequisite: Chem 481 or Biol 481.

Same as L07 Chem 482

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4830 Bioenergy

This course presents a broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems, and it discusses the current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemical products. An overall emphasis is placed on the use of large-scale genomic, transcriptomic, and metabolomic datasets in biochemistry. The topics covered include photosynthesis; central metabolism; the structure and degradation of plant lignocellulose; and the microbial production of liquid alcohol, biodiesel, hydrogen, and other advanced fuels. Course meets during the second half of the spring semester.

Prerequisite: Biol 4810 or permission of instructor.

Credit 2 units. A&S IQ: NSM Art: NSM

L41 Biol 4833 Protein Biochemistry

The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission.

Same as L07 Chem 483

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 487 Undergraduate Teaching

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/no credit only.

Credit variable, maximum 3 units.

L41 Biol 488 Undergraduate Teaching

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/No Credit only.

Credit variable, maximum 3 units.

L41 Biol 493 Seminar in Advanced Biology

In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the department.

Credit variable, maximum 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4933 Molecular Biology on the Cutting Edge

Recent biomedical discoveries have been greatly advanced through the development of innovative, state-of-the-art techniques. For example, Nuclear Magnetic Resonance (NMR) has proved to be an invaluable tool in both efforts to determine the atomic structure of proteins and small molecules, as well as in clinical settings, as MRI to identify tumors that would otherwise go unnoticed. This course introduces students to a variety of cutting-edge laboratory techniques, and discusses the impact of these techniques on biology and medicine. Students have the unique opportunity to learn from graduate students employing these approaches in their doctoral studies. Topics to be covered include: high-throughput sequencing of genetic disorders, x-ray crystallography, and single molecule force spectroscopy by AFM. Weekly classes consist of a 30-45 minute presentation

on a particular technique, followed by a 60-minute discussion of the assigned readings. Prerequisites: Biol 2960 and 2970 and at least one semester of Biol 500 or equivalent research experience approved by the course master.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4934 Neuroscience Futures II

Students in this course engage with the neuroscience community both at Washington University and beyond by attending, summarizing and discussing neuroscience seminars on campus throughout the semester. Specifically, students are expected to attend three neuroscience seminars over the course of the semester and submit summaries of each seminar. Students meet twice during the semester, in week 5 and week 11, for guided discussion of the science in the seminars they attended. Additionally, students in this seminar attend two combined classes with Neuroscience Futures 1 during the first and last weeks of the semester. In both meetings, students have an opportunity to give brief presentations on their own research. The last class combines short student presentations with a keynote address from an invited speaker from within or outside the Washington University neuroscience community.

Credit 1 unit.

L41 Biol 4935 Research Perspectives

Critical reading, writing, statistics, and effective communication are all part of research and are the focus of this course, with topics changing each semester but always including a poster presentation and weekly writing. Enrollment is by permission of instructor.

Credit variable, maximum 2 units. A&S IQ: NSM

L41 Biol 4936 Seminars in Ecology and Evolution

What: At least once a week there are seminars from researchers in ecology or evolution. These seminars are given by local people and by visitors. This semester there are also a number of presentations by job candidates. The point of these seminars is to learn about exciting research. What questions are they asking? What are they discovering? What new scientific stories can we hear about ecology or evolution? What makes up these fields anyway? The seminars are often followed by receptions which are a chance to get to know each other better and to ask questions. This course invites undergraduates to listen to these presentations and write about them. After all, this is a major part of the ideas climate at WashU. It would be a great idea to get in the habit of going to seminars, with this course, or without. In addition to attending seminars, we will meet three times during the semester, early on and a couple of times later. When: Most seminars are at 4:00 on Thursdays, though some are on other days. The three meetings will be arranged at a time that works for the students in the course. Small class. No final.

Credit 1 unit.

L41 Biol 500 Independent Research

Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500A. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>.

wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website https://pages.wustl.edu/Bio_200-500_independent_research.

Credit variable, maximum 3 units.

L41 Biol 500A Independent Research

Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. 500A is equivalent to Bio 500. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website: https://pages.wustl.edu/Bio_200-500_independent_research.

Credit variable, maximum 3 units.

L41 Biol 500N Independent Research in Neuroscience

Research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/no credit or audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. If work is to be submitted for Latin honors, see page 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program (PDF) (<https://wustl.app.box.com/s/2n0gj01opcwiob6hs26y1j1f0vw09lg/>). Arrangements for registration should be completed during the preregistration period through the Biol 500 course website (https://pages.wustl.edu/Bio_200-500_independent_research/).

Credit variable, maximum 3 units.

L41 Biol 500S Summer Independent Research

Summer research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500T. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 course website: https://pages.wustl.edu/Bio_200-500_independent_research. Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. 1-3 units

Credit variable, maximum 3 units.

L41 Biol 500U Summer Independent Research in Neuroscience

Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received

in the fall semester following the summer research. If work is to be submitted for Latin honors, see page 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program (PDF) (<https://wustl.app.box.com/s/2n0gj01opcwiovb6hs26yj1jfov09lg/>). Arrangements for registration should be completed no later than the end of Summer Session I through the Biol 500 course website (https://pages.wustl.edu/Bio_200-500_independent_research/). Credit/no credit or audit grade options. Course may not be taken for a letter grade.

Credit variable, maximum 3 units.

L41 Biol 501 Human Anatomy & Development

Study of the human body primarily by dissection; extensive use of X-rays and CT scans. Emphasis on functional and clinical aspects of anatomy. Prerequisite: This course is restricted to first year medical students. Same as L48 Anthro 502 and M05 AnatNeuro 501A.

Credit 6 units.

L41 Biol 5011 Ethics & Research Science

Exploration of ethical issues which research scientists encounter in their professional activities. Topics will include, but are not limited to: student-mentor relationships, allegations of fraud, collaborators' rights and responsibilities, conflicts of interest, confidentiality, publications. Case study and scenario presentations will provide focus for discussions. Prerequisite, open to graduate students engaged in research. Six 90 minute sessions.

Credit 1 unit.

L41 Biol 5014 Biotech Industry Innovators

Late one Friday afternoon in April 1976, the late venture capitalist Robert Swanson met with biochemist Herb Boyer, PhD, at his UCSF lab. Swanson had requested 10 minutes of Boyer's time; when the meeting ended, three hours later, the foundations had been laid for the formation of Genentech, the first biotechnology company, and the beginnings of the biotechnology industry. This course, The Basics of Bio-Entrepreneurship, investigates issues and choices that inventor/scientists encounter when considering the applications and commercialization of early stage scientific discoveries. This course is intended for anyone interested in working in the medical device, life-, bio-, or pharma-sciences industries as a founder, scientist, entrepreneur, manager, consultant, or investor. It focuses on the decision processes and issues that researchers and their business partners face when considering how a discovery might best be moved from academia to successful commercialization.

Credit 3 units.

L41 Biol 502 General Physiology

This course applies the fundamental physiological mechanisms of cell biology to the functions of the major organ systems of the body, namely, the cardiovascular, renal, respiratory, gastrointestinal, and endocrine systems. The course is intended primarily for first-year medical students. The Physiology and Microscopic Anatomy courses are closely coordinated within the same schedule. Course continues into the spring semester with a different schedule. Prerequisite, Biol 5061 or the equivalent and permission of course director.

Credit 6 units.

L41 Biol 5051 Foundations in Immunology

Designed for graduate students and medical students as an in-depth introduction to immunology. Topics: antibody structure and genetics, B and T cell receptor, structure and recognition, major histocompatibility complex and antigen processing, cytokine signaling and regulation of the immune response, innate immunity, humoral and cellular effector mechanisms. Discussion Group will meet once a week on Thursdays from 10:00-12:00 p.m. Prerequisite: Introductory Biochemistry and/or Genetics helpful, permission of instructor.

Credit 4 units.

L41 Biol 5053 Immunobiology I

Immunobiology I and II are a series of two courses taught by the faculty members of the Immunology Program. These courses cover in depth modern immunology and are based on Janeway's Immunobiology 8th Edition textbook. In Immunobiology I, the topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors. In Immunobiology II the topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response. These courses are open to graduate students. Advanced undergraduate students may take these courses upon permission of the coursemaster. Prereq: DBBS students and advanced undergraduates with permission.

Credit 4 units.

L41 Biol 5054 Immunobiology II

Immunobiology I and II are a series of two courses taught by the faculty members of the Immunology Program. These courses cover in depth modern immunology and are based on Janeway's Immunobiology 8th Edition textbook. In Immunobiology I, the topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors. In Immunobiology II the topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response. These courses are open to graduate students. Advanced undergraduate students may take these courses upon permission of the coursemaster. Prereq: DBBS students and advanced undergraduates with permission.

Credit 4 units.

L41 Biol 5068 Fundamentals of Molecular Cell Biology

This is a core course for incoming graduate students in Cell and Molecular Biology programs to learn about research and experimental strategies used to dissect molecular mechanisms that underlie cell structure and function, including techniques of protein biochemistry. Enrolling students should have backgrounds in cell biology and biochemistry, such as courses

comparable to L41 Biol 334 and L41 Biol 4501. The format is two lectures and one small group discussion section per week. Discussion section focuses on original research articles. Same as M15 5068 and M04 5068.

Credit 4 units.

L41 Biol 5069 Expanding the Central Dogma: Detours Between Genome and Proteome

How many genes are in the genome? That number is only the beginning of the story leading to a regulated, functional proteome. Recent discoveries suggest that the production and regulation of a functional proteome is quite complex. Several emerging themes may serve to regulate transcription and translation in ways we hadn't considered. In this course we will take a look at these exciting new discoveries and recent twists on existing knowledge that increase our understanding of how the cell responds to internal and environmental changes. Prerequisites: Nucleic Acids.

Credit 2 units.

L41 Biol 5075 Fundamentals of Biostatistics for Graduate Students

This course is designed for first-year DBBS students who have had little to no prior experience in programming or statistics. The course will cover common statistical practices and concepts in the life sciences, such as error bars, summary statistics, probability and distributions, and hypothesis testing. The class will also teach students basic programming skills for statistical computation, enabling them to retrieve and analyze small and large data sets from online databases and other sources.

Credit 2 units.

L41 Biol 5077 Pharmaceutical Research and Development: Case Studies

The course will provide an overview of the history of pharmaceutical research and development activities, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises. The course will provide an overview of the history of pharmaceutical research and development activities, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises.

Credit 2 units.

L41 Biol 5079 The Science, Medicine and Business of Drugs & Vaccines

The course will provide an overview of the history of research and development in the biotechnology and pharmaceutical industries, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past and ongoing trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises.

Credit 2 units.

L41 Biol 5084 Single Molecule Biophysics Journal Club

Molecular motors in the cell harness chemical energy to generate mechanical work in a host of processes including cell motility, DNA replication and repair, cell division, transcriptional regulation, and intracellular transport. The purpose of this course is to discuss recent advances in the field of molecular motors. Special emphasis will be placed on understanding and critically evaluating single molecule studies. The course will consist of both journal club presentations and small group discussions.

Credit 1 unit.

L41 Biol 5098 Graduate Research Fundamentals

This course introduces first-year Ph.D. students to the foundational skills, knowledge, and habits of mind required of successful independent biological scientists: 1) Social dynamics in the scientific research enterprise 2) Epistemology and ethics of bio research methods 3) Development and communication of research questions and results 4) Interdisciplinary scientific thinking. Class sessions and homework introduce these topics; major assignments prompt student to connect them with the broader scope of graduate training in lab rotations, course work, and interdisciplinary scientific seminars. The interactive, student-driven class structure facilitates autodidactic development while integrating small group activities and peer mentoring from advanced DBBS students. Prerequisite: Students must be enrolled in a graduate program through the Division of Biology & Biomedical Sciences.

Credit 0.5 units.

L41 Biol 5123 Experimental Hematopoiesis Journal Club

Journal club in which papers that describe significant advances in the field of experimental hematopoiesis are discussed. Students are expected to present one paper per semester and attend the weekly (1 hour) session. No prerequisites.

Credit 1 unit.

L41 Biol 5125 Student-Run Cell Biology Journal Club

Participants (students) present summaries of current research published in various journals in the field of cell biology. A large component of this journal club includes coaching in oral presentation. Students receive one credit for regular participation and for making one presentation.

Credit 1 unit.

L41 Biol 5128 Cell Biology of Extracellular Matrix Journal Club

This journal club covers a broad range of topics related to extracellular matrix and cell-cell communication, including the fields of biochemistry, molecular biology, cell biology, and developmental biology. Speakers give a brief background to introduce the topic and then focus on one paper from the current literature. Presentations are given by students, faculty, and post-doctorates. Students receive 1 unit of credit for regular participation and for making one presentation.

Credit 1 unit.

L41 Biol 5137 Ion Channels Journal Club

Weekly presentations of recent papers on mechanisms of ion channel function and membrane excitability, as well as the role of channel defects in human and model diseases, with lively group discussions the norm! Once per semester, each participant will choose a paper and present it to the group.

Credit 1 unit.

L41 Biol 5138 Journal Club for the Molecular Mechanism of Aging

Why do we age? What causes aging? How is our life span determined? This journal club will address such fundamental, but challenging questions of aging and longevity. Recent studies on aging and longevity are now unveiling regulatory mechanisms of the complex biological phenomenon. We'll cover the latest progress in this exciting field and stimulate discussions on a variety of topics including aging-related diseases. One hour of paper presentation or research talk and discussion per every two weeks. Prerequisite: Basic knowledge of molecular biology and genetics of model organisms, such as yeast, *C. elegans*, *Drosophila* and mouse. Registered students are expected to have at least one presentation for 1 unit credit.

Credit 1 unit.

L41 Biol 5142 Cell & Molecular Biology of Bone

The course is designed around a core of general lectures, each supplemented by two to four student presentations, from the recent literature. Topics include, but are not limited to, bone cell ontogeny, integrin/cadherin-based signal transduction, hormonal regulation, and cell:cell communication. Prerequisite: Biol 5068 or consent of coursemaster.

Credit 2 units.

L41 Biol 5145 Nanomedicine Applications

Biomedical applications of nanotechnology. This course is intended to survey the field of nanobiomedicine in a lecture format given by invited experts. Topics will range from multimodality imaging to targeted therapeutics to molecular diagnostics. Benefits and toxicities will be presented and the translational aspects of commercialization of nanosystems for medical use will be covered.

Credit 1 unit.

L41 Biol 5146 Principles and Applications of Biological Imaging

Principles and Applications of Biological Imaging will introduce the interdisciplinary nature of the imaging sciences and conduct a comprehensive survey of the array of interrelated topics that define biological imaging. The course will cover the basics of the optical, magnetic resonance, CT, SPECT and PET imaging

modalities, and microscopy, while focusing on applications of imaging to different disease states, such as oncology, neurology, cardiology and pulmonary diseases. Prerequisites: One year each of Biology, Chemistry, Physics and Calculus.

Credit 3 units.

L41 Biol 5147 Contrast Agents for Biological Imaging

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. Prereqs: one year of general chemistry, one semester of organic chemistry.

Credit 3 units.

L41 Biol 5148 Metabolism Journal Club

The purpose of the Metabolism Journal Club is to introduce the graduate students to advanced topics spanning the biochemistry, cell biology and genetics of cellular and whole body metabolism. Under the guidance of the course directors (Drs. Ory and Schaffer), students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester. Prerequisites: Successful completion of Fundamentals of Molecular Cell Biology (Bio 5068) and Nucleic Acids and Protein Biosynthesis (Bio 548).

Credit 1 unit.

L41 Biol 5149 High Throughput, High Content, Assay Development, Screening & Target Validation-Principle & Practice

The objective of our course is to introduce students to the world of automation-based discovery science. We will discuss the power of this approach, its constraints and their practical solutions. Specifically, we will introduce the class to the range of available assay tool kits (detection modalities), and the principles that apply towards assay development, library selection (compound, RNAi) and the translation of benchtop methods to automated platforms. We will also discuss sources of error and statistical tools for analyzing large datasets, the hit validation process and lead optimization. Along the way, we will hear from individual investigators describing their own academic or industry screens and critique the growing literature describing results born from high throughput/high content approaches. We realize that high throughput screening raises philosophical issues such as the merit of discovery science vs. hypothesis-driven research, big science, the role of technology in opening new fields of research, etc. We encourage the students to engage with us in these debates while covering the nuts and bolts of high throughput experiments. Minimum enrollment is 5; those interested should contact the coursemaster before May 2011. Prerequisites: Sound foundation in at least one of: biochemistry, cell biology, developmental biology, microbiology, virology, statistics or computational biology.

Credit variable, maximum 2 units.

L41 Biol 5151 RNA Biology Journal Club

The purpose of the RNA Biology Journal Club is to introduce the graduate students to advanced topics spanning the bioinformatics, biochemistry, cell biology and genetics of RNA biology. Under the guidance of the course directors (Drs. Ory and Schaffer), students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester. Prerequisites: Successful completion of Fundamentals of Molecular Cell Biology (Bio 5068) and Nucleic Acids and Protein Biosynthesis (Bio 548).
Credit 1 unit.

L41 Biol 5152 RAD Journal Club (Regeneration, Aging, and Development)

Focuses on developing a dialog around current topics in developmental and regenerative biology at the molecular, cellular and systems levels.
Credit 1 unit.

L41 Biol 5161 Lymphoid Organogenesis: Ontogeny, Inflammation and Cancer

This course will cover the topic of the role of cytokines and innate immune cells in orchestrating the development of important lymphoid structures that form the physical scaffold for the unfolding immune response. The roles of TNF family member, molecular addressins, and integrins will be covered in the development of Lymph node structures. The regulation of cellular trafficking and the basis of chemokine actions will be covered. The development of tertiary lymphoid organs and associated vascular structures will be covered in terms of their ontogeny and their role in infections and in tumor metastasis.
Credit 3 units.

L41 Biol 5171 Medical Immunology

An introduction to basic concepts in immunology and immunopathology. Lectures focus on antigen-antibody interactions, immunoglobulin structure and genetics, the cellular basis of the immune response and immune regulation, T cell effector mechanisms, the inflammatory response, complement, the positive and negative roles of hypersensitivity, and immune deficiency. Prerequisite, some background in biochemistry and genetics helpful. Restricted to medical students only except in unusual circumstances, with permission of coursemaster. Offered during the first half of the second medical semester. Three-four lecture hours a week, two 2-hour lab periods, four 1-hour clinical discussion groups.
Credit variable, maximum 3 units.

L41 Biol 5191 Pathobiology of Human Disease States

Three human disease states will be discussed in detail. Topics will include background clinical and epidemiological information, followed by a detailed examination of the molecular and cellular events that underlie the disease state. Examples of pertinent topics include Alzheimer's disease, AIDS, leukemia, cystic fibrosis, sickle cell anemia, diabetes, etc. Prerequisite: Must be a Markey Pathway student.
Credit 2 units.

L41 Biol 5192 Cancer Biology Journal Club

This journal club covers current papers in molecular oncology, cancer genetics and contemporary molecular biology. Presentations will be given by students, post-docs and faculty, then discussed.
Credit 1 unit.

L41 Biol 5193 Frontiers in Human Pathobiology

Leading physician-scientists from the Washington University community will present state-of-the-art lectures on important areas of human pathobiology in which they are expert. This program will provide graduate students, post-doctoral fellows, and medical students with a "cutting-edge" introduction to important biological principles relevant to human diseases. Prerequisites: Graduate or medical student in good standing at WUMS.
Credit 1 unit.

L41 Biol 5196 Special Emphasis Pathway in Cancer Biology

This course is designed to present pre- and postdoctoral trainees with an organized educational format to explore major contemporary topics in cancer biology. The elective will provide an integrated view of cancer research including basic science, translational science, and clinical investigation. Approximately 60 minutes will be devoted to a didactic presentation by a faculty member with interaction by the participants. The remaining 30 minutes will be used to discuss a pivotal research paper from this field, preselected by the faculty member. Outside reading (30-60 min/week) will be required.
Credit 2 units.

L41 Biol 5201 Membrane Protein Biophysics Journal Club

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of "chalk-talks."
Credit 1 unit.

L41 Biol 5215 Thursday Development Rave

Travel the Medical School to gain hands-on experience with new techniques and approaches to developmental biology. We will emphasize a different approach in which doing goes hand-in-hand with asking. Developmental biology can be fun...so...no note taking allowed; we'll give you the notes. Bring your curiosity. Food, beverages, and music are all part of the mix. You will learn! Due to the nature of the class, size will be limited. Prerequisite, Graduate standing and coursemaster approval required.
Credit 2 units.

L41 Biol 5217 Special Topics in Microbial Pathogenesis

Primarily for graduate and MSTP students, this course involves oral presentation and discussion of current research articles on pathogenic microorganisms (bacteria, viruses, parasites, and fungi). Discussion will include design of specific aims for research proposals. Emphasis will be on literature that addresses the cellular and molecular basis of host-pathogen interactions. Students are expected to prepare all articles covered and to participate actively in each discussion.

Prerequisite: advanced elective course "Molecular Microbiology and Pathogenesis" or permission of instructors. Class meets twice per week for 1.5 hours each.

Credit 2 units.

L41 Biol 5222 Introduction to SAS for Biomedical Researchers

This course is a hands-on introduction to analyzing data using the SAS programming language and procedures. SAS stands for Statistical Analysis System and is one of the most powerful statistical packages used to analyze biological (and other) data sets in a meaningful way. The course will train students how to create, manage, manipulate, store, retrieve, and analyze SAS data sets as well as how to produce graphs and reports from different types of data sets. Critically, the course will also teach students the fundamental concepts of key statistical tests (e.g.: t-test, Chi-square test, ANOVA and non-parametric tests), and therefore provide students the intellectual foundation from which to identify the most appropriate statistical test depending on the specific data set to be analyzed. Upon completion of the course, students should have a basic understanding of how to use the SAS program and be able to use SAS to work with various types of data to perform routine statistical analyses and testing. In addition, the course should facilitate the future ability of students to use SAS to manipulate and analyze the ever increasingly large data sets common in essentially all genome-wide approaches.

Credit 2 units.

L41 Biol 5224 Molecular, Cell and Organ Systems

This course will introduce Ph.D. and MSTP students to fundamental problems in cell and molecular biology at the systems level. The course is divided into 5 themes: 1) microbial systems; 2) organ development and repair; 3) cardiovascular system and disease; 4) tumor & host systems; and 5) metabolic systems and disease. Topics within each theme highlight current research concepts, questions, approaches and findings at the molecular, cellular and physiological levels. Students will write an original research grant proposal on a topic of their choosing in one of the 5 themes. Students will critique proposals anonymously in an NIH-like study section. Prereqs; Fundamentals of Molecular Cell Biology and Nucleic Acids and Protein Synthesis.

Credit 3 units.

L41 Biol 5235 Genetics Journal Club

This journal club will be focused on the Genetics department seminar series. Students will present one or a few recent papers by the seminar speaker scheduled for that week. Students will provide a brief written evaluation (on a form that will be provided) of their peers' presentations, and the faculty advisors will meet with each student after the presentation to provide feedback.

Credit 1 unit.

L41 Biol 5246 Coding and Statistical Thinking in the Neurosciences

Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.

Credit 1 unit.

L41 Biol 5255 Experimental Skeletal Biology Journal Club

The journal club, which meets weekly, focuses on cellular and molecular biology of the skeleton. Emphasis is placed on gaining insights into normal skeletal homeostasis as well as systemic disorders of bone. Papers presented for review are selected from the most competitive journals. Participants are encouraged to "think outside of the box" and discuss novel molecular discoveries that may impact bone cell function. Prerequisite, permission of instructor.

Credit 1 unit.

L41 Biol 5261 Molecular Mechanisms of Immunological Diseases

Advanced immunology students will be exposed to human diseases that appear to have an immunological basis. In addition to lectures and evaluation of recent clinical and relevant basic immunology literature, an emphasis will be placed on direct encounters with patients and pathologic material when feasible, providing students with a human aspect to discussions of immune pathogenesis. Diseases covered will include those with known causes such as AIDS and autoimmune disorders such as systemic lupus erythematosus and rheumatoid arthritis for which a molecular basis is not fully understood. Other areas may include asthma and tissue transplantation where effector mechanisms are better characterized. Since most of these disorders have no cure or are imperfect clinical entities, the class will discuss research areas that may be fruitful and lead to improved diagnosis and treatment. Prerequisite: Foundations of Immunology or permission of instructor.

Credit 2 units.

L41 Biol 5262 Human Immunobiology

Advanced immunology students will be exposed to clinical manifestations of human diseases which have an immunological base, such as rheumatoid arthritis, systemic lupus erythematosus, juvenile rheumatoid arthritis, allergy and asthma, by interacting with physicians seeing these patients in the outpatient clinic. One credit, satisfactory/unsatisfactory. Prerequisite, Molecular Mechanisms of Immunological Diseases or consent of instructor and HIPAA training. Spring semester; schedule to be arranged.

Credit 1 unit.

L41 Biol 5272 Advanced Topics in Immunology

This course uses a journal club format to discuss contemporary issues in the cell and molecular biology of the immune system. Discussions focus on the use of current approaches to analyze the cellular and molecular basis of immunity. Topics include mechanisms of antigenic specificity, diversity, cell communication, differentiation, activation, and effector activity. Prerequisite, Bio 5051 and permission of instructor.

Credit 2 units.

L41 Biol 5282 Chromatin Structure and Gene Expression

This special topics course will use "Epigenetics" ed. By Allis, Jenuwein, Reinberg, and Caparros (2007, Cold Spring Harbor Laboratory Press) as the organizing text. Each week a faculty member will provide a background lecture on an important topic or model system, and a student will present and lead discussion of a paper from the current scientific literature related to the previous week's background lecture. Topics to be considered will include background on chromatin structure, histone modifications and histone variants; epigenetic regulation in yeast, other fungi, ciliates, flies, mammals and plants; dosage compensation in different systems; DNA methylation and imprinting in mammals; stem cells, nuclear transplantation and reprogramming; and the epigenetics of cancer and other human diseases (some variation in topics in different years). Students enrolled in the course will be required to present one paper and to come prepared to each session, with a question for discussion. Prerequisite, BIO 548 Nucleic Acids and Protein Biosynthesis.

Credit 2 units.

L41 Biol 5284 Current Research in Chromatin, Epigenetics and Nuclear Organization

This journal club considers papers from the current literature on chromatin structure and function, with an emphasis on regulation of transcription, epigenetics and genomics. Presentations are given by students, postdocs and faculty, with discussion by all. Students enrolled for credit are expected to attend regularly, and to present a minimum of one paper during the term, with consultation and critique from the faculty.

Credit 1 unit.

L41 Biol 5285 Current Topics in Human and Mammalian Genetics

This course aims to provide both biologists and those with mathematical backgrounds with a basis in mammalian genetics. The course will include the following modules: Nucleic acid biochemistry; Gene and chromosome organization; Introduction to Human Genetics; Mutations and DNA repair; Cancer Genetics; Genomic methodologies; Biochemical genetics; Murine Genetics; Epigenetics; Neurodegenerative diseases; Mitochondrial disorders; Pharmacogenetics; Introduction to human population genetics; Applications of modern human genetics; Introduction to web-based informatics tools for molecular genetics. One of the required courses in the Quantitative Human Statistical Genetics graduate program.

Credit 3 units.

L41 Biol 5288 Special Topics in Molecular Genetics

A special topics course with lectures and discussion on the molecular basis of cancer including cell cycle regulation, tumor suppressor genes, tumor invasion, angiogenesis, immune evasion, resistance to apoptosis, signaling, imaging, gene expression, chromosomal translocations, and viral oncology.

Credit 2 units.

L41 Biol 5303 Protein NMR Journal Club

This journal club covers the recent literature on protein NMR with a focus on using NMR to study protein function, NMR dynamics, and novel methods that expand the range of systems accessible to solution NMR studies. Students, postdocs and faculty discuss a recent paper and present background information on the relevant technical aspects of NMR. Students receive 1 credit for participation and presenting one paper.

Credit 1 unit.

L41 Biol 5304 Introduction to Biomedical Data Science I

This course is designed primarily for individuals who wish to learn the research tools and approaches required for biomedical informatics-based research and who have little or no computational experience using command line shells, programming, and databases.

Credit 4 units.

L41 Biol 5311 Dynamics in Mesoscopic Molecular Systems

This course will provide a background in the theory of the dynamics of mesoscopic systems and introduction to methods for measuring the dynamics of these systems. It will include measurement methods, some of which are in common use and others that have only recently been introduced. This course would be useful for biophysics students and others that are interested in molecular processes and mechanisms in small systems such as cells. Prerequisites, Physical Chemistry.

Credit 3 units.

L41 Biol 5312 Macromolecular Interactions

This course will cover equilibria, kinetics and mechanisms of macromolecular interactions from a quantitative perspective. Thermodynamics, multiple binding equilibria (binding polynomials), linkage phenomena, cooperativity, allostery, macromolecular assembly, analysis of binding isotherms, enzyme catalysis and mechanism, steady-state and pre-steady-state kinetics, kinetic simulation, and isotope effects. Prerequisite, physical chemistry, biochemistry, calculus, and organic chemistry. 3 class hours per week.

Credit 3 units.

L41 Biol 5317 The RNA World

Current biology and biochemistry of RNA. Prerequisite, Bio 548 or consent of instructor.

Credit 2 units.

L41 Biol 5318 DNA Repair

This course is an advanced graduate course that explores all aspects of DNA damage and the cellular responses to DNA damage. It is designed for graduate students who have a working knowledge of Chemistry, Molecular Biology and Cellular Biology, and for interested postdocs and researchers. Specific topics that will be covered are: The chemical basis of DNA damage, specific DNA repair mechanisms, cell cycle responses to damage, translesion DNA replication and mutagenesis, and human diseases related to defects in DNA damage response. The course consists of a lecture module, open to all, and a discussion module for registered students. In addition, several invited speakers in the field of DNA repair will give seminars and meet with registered students for discussion. Students will present and discuss research papers. Grades will be given based on student presentation and participation. Prerequisite; Permission of instructor.

Credit 2 units.

L41 Biol 5319 Molecular Foundations of Medicine

This course will cover fundamental aspects of biochemistry and cell biology from a medical perspective. The course begins with a treatment of protein structure and the function of proteins in the cytoskeleton and cell motility. The principles of enzyme kinetics and regulation are then discussed and basic pathways

for the synthesis and metabolism of carbohydrates and lipids are introduced. This leads in to a discussion of membrane structure and the function cellular organelles in biological processes including energy production, protein degradation and protein trafficking. Prerequisite: Two semesters of organic chemistry. Coursemaster approval is required. Please note: This course is given on the medical school schedule and so it begins 8 days before the grad school schedule.

Credit 3 units.

L41 Biol 5327 Optical Spectroscopy: Theory and Applications

Spectroscopic methods to be covered include fluorescence, both ensemble and single molecule, and absorption (circular dichroism); fluorescence correlation spectroscopy will also be discussed. The quantum chemistry /physics behind these methods will be reviewed. Prerequisite: Consent of instructor.

Credit 2 units.

L41 Biol 5328 Structural Biology Journal Club

Multi-laboratory research colloquia for DBBS graduate students focused on structural biology and complementary biophysical techniques. Course credit requires student presentation for credit.

Credit 1 unit.

L41 Biol 5329 Mathematical Methods for Biophysics and Biochemistry

The purpose of this course is to introduce the basic concepts of mathematical physics to students in the context of problems they are likely to encounter in their course work and research. Specifically, the course will introduce analytical and numerical mathematical methods in linear and matrix algebra, ordinary and partial differential equations, and linear transform methods relevant to the fields of biophysics and biochemistry. By the end of the course, the students should have a good grasp of these basic techniques, their application to biological problems, and related software and computational resources.

Credit 3 units.

L41 Biol 5335 Linkage Theory and Experiment

The course will cover basic concepts of linkage and their application to the analysis of protein function and interactions. The course is meant to expose students in Biochemistry to the conceptual framework behind current approaches to the study of protein function and interactions, using a very simple mathematical treatment (no knowledge of calculus required) and the discussion of specific biological systems. Topics to be covered include: 1. Linkage cycles; 2. Allostery and cooperativity; 3. Site-specific linkage; 4. Epitope mapping using Ala-scanning mutagenesis; 5. Double-mutant cycles; and 6. Rational protein engineering. Prerequisite: Basic knowledge of protein structure and function.

Credit variable, maximum 1.5 units.

L41 Biol 5336 Computational Biophysics Journal Club

This course covers a combination of classic and recent publications on computational methods for studying biomolecules. Students participating for credit will be required to present at least once.

Credit 1 unit.

L41 Biol 5342 Macrophage Biology

This special topics course will examine aspects of cell and molecular biology of the macrophage; endocytosis, phagocytosis, adhesion, motility, signal transduction, antigen processing, lysosomes, intracellular parasitism. Prerequisite, Molecular Cell Biology (Bio 5068) or Foundations in Immunology (Bio 5051). Two hours a week.

Credit 2 units.

L41 Biol 5352 Developmental Biology

Analysis of a selected set of key processes in development, such as pattern formation, cell-cell signaling, morphogenesis, etc. The focus is on molecular approaches applied to important model systems, but framed in classical concepts. The discussion section provides instruction in presenting a journal club and writing a research proposal. Prerequisites, Molecular Cell Biology (Bio 5068) and Nucleic Acids (548).

Credit 3 units.

L41 Biol 5357 Chemistry and Physics of Biomolecules

This course covers three major types of biomolecular structures: proteins, nucleic acids, and membranes. Basic structural chemistry is presented as well as the biophysical techniques used to probe each type of structure. Selected topics covered include protein folding, protein design, X-ray crystallography, NMR spectroscopy, nucleic acid bending and supercoiling, nucleic acid:protein interactions, RNA folding, membrane organization, fluidity, permeability and transport, and membrane channels. The weekly discussion section will cover problem sets and present current research papers. This is one of the required courses for the biochemistry and for the molecular biophysics graduate programs. Prior course work in biochemistry and physical chemistry is recommended but not required.

Credit 3 units.

L41 Biol 5358 Biochemical and Biophysical Investigations of Infectious Diseases Journal Club

Biochemical and biophysical approaches continue to advance as powerful approaches to the understanding of human disease processes. This journal club covers recent papers in which these approaches address aspects of infectious diseases or inflammation. Students who enroll for credit will be expected to participate in weekly presentations and to present one to two papers along with accompanying background information. Prerequisites: Graduate standing in DBBS; prior introductory course work in biochemistry, physical chemistry, or Chemistry and Physics of Biomolecules (Biol 5357). Course work in microbiology or immunology is not required.

Credit 1 unit.

L41 Biol 5381 Mechanisms of Protein Targeting & Intercompartmental Transport

Recent advances regarding the molecular mechanisms responsible for targeting and intercompartmental transport of proteins to and between specific organelles, such as the endoplasmic reticulum, golgi apparatus, lysosomes, mitochondria, and nucleus. Particular emphasis on the development and use of cell-free systems that faithfully reconstitute key protein targeting and transport events. Material consists primarily of original research articles presented by students. Prerequisite, Molecular Cell Biology (may not be taken concurrently).

Credit 1 unit.

L41 Biol 5384 Advanced Cell Biology

A lecture/discussion course for graduate and MSTP students that focuses on current research directions in fundamental processes of cellular biology. Topics will be covered in depth over two week blocks and will include glycobiology, lipid homeostasis, protein degradation, and cell senescence. Emphasis on development of journal club presentation and grant writing skills. Prerequisite, Bio 5068 or permission of coursemasters.

Credit 3 units.

L41 Biol 5392 Molecular Microbiology & Pathogenesis

Course is devoted to studying microorganisms, particularly those that cause disease, with an emphasis on the molecular interactions between pathogens and hosts. First third of the course focuses on virology, second third on bacteriology and the last third on eukaryotic pathogens. Prereq, first semester core curriculum for Programs in Cell and Molecular Biology.

Credit 3 units.

L41 Biol 5394 Introduction to Metagenomics: The Study of Microbial Ecosystems

This course introduces students to key questions, approaches, and computational tools used to study the properties of microbial communities in their various habitats. Complex microbial ecosystems are found in a variety of terrestrial and oceanic environments as well as in the various body habitats of metazoan species including humans. These ecosystems, which are composed largely of microbial species that have never been cultured in a lab, are laboratories for the study of genome evolution (eco-genomics), ecological principles, and myriad biotransformations. In particular, many animals, including ourselves, have evolved to live with and benefit from the commensal microbial communities in their GI tracts. The study of microbial ecosystems gives rise to the field of metagenomics - the acquisition, identification, and functional and evolutionary analysis of the combined genomic sequences of a diverse population of organisms. Metagenomic analyses must contend with many challenges, including a high volume of genomic sequence data, fragmentary and incomplete sequences, and genomic heterogeneity of sampled organisms. To tackle these challenges, we must bring to bear computational tools that apply models of sequence evolution to interpret metagenomic sequence data. These interpretations form a basis for further investigation and hypothesis testing. Course content will include an overview of questions and major results in metagenomic research, along with an introduction to the experimental protocols and computational tools, models, and algorithms of metagenomic analysis. The class will have two 1.5 hour meetings per week for 14 weeks. Enrollment is limited to 25 students. Prerequisites: Graduate standing or permission of instructor. Some basic knowledge of biology is recommended. Students should know or be prepared to learn basic Python scripting to carry out some course assignments.

Credit 3 units.

L41 Biol 5397 Current Literature in Microbiology

Presentations by students on a broad range of topics of current interest in microbiology. The course will emphasize presentations and discussion skills. Credit requires attendance and participation at all sessions and one presentation.

Credit 1 unit.

L41 Biol 5398 Microbiology Program Grant Writing Workshop

This grant writing workshop will focus on defining identifying key unanswered questions from the literature, formulating hypotheses for testing, defining Specific Aims, and developing a research plan. Students will submit specific aims on a topic of their choice, receive critiques from faculty members, and develop a NIH-style proposal to investigate them. Students will participate in class discussions and a mock study section to evaluate proposals. Prerequisite, completion of the MMMP advanced elective, Bio 5392 Molecular Microbiology & Pathogenesis or permission of the coursemaster.

Credit 1 unit.

L41 Biol 5401 Introduction to Bioinformatics I

This year-long course for first-year BIDS PhD students introduces a broad spectrum of biomedical informatics theories and methods that support and enable translational research and, ultimately, precision health care. The course is organized into modules spanning levels of inquiry from biomolecules to patients to populations. For each module, a relevant set of biomedical informatics frameworks will be introduced and then demonstrated via experiential learning involving the analysis of a variety of biological, clinical, and population-level data sets.

Credit 4 units.

L41 Biol 5403 Introduction to Biomedical Data Science I

This course provides a hands-on introduction to fundamental principles of informatics and data analysis tools and methods. It is designed primarily for individuals who wish to learn the research tools and approaches required for biomedical informatics-based research and who have little or no computational experience using command line shells, programming, and databases.

Credit 4 units.

L41 Biol 5412 Tropical and Molecular Parasitology

Graduate level seminar course focusing on current scientific literature in molecular parasitology. The journal club will meet biweekly during the Fall and Spring semesters. Students will attend both semesters in order to receive one credit. The seminar series will run jointly with a research conference in Tropical and Molecular Parasitology. Outside speakers will be invited for the seminar series to emphasize important developments in tropical medicine and molecular parasitology. In advance of the invited speakers, topics will focus on their previous research publications. Prerequisites, BIO 5392 Molecular Microbiology & Pathogenesis.

Credit 0.5 units.

L41 Biol 5416 Molecular Microbiology & Pathogenesis Journal Club

Presentations by students on a broad range of topics of current interest in microbiology and pathogenesis including areas of research in bacteriology, mycology, parasitology, virology and immunology. The course will emphasize techniques used to give good presentations and scientific critique. Speakers provide a brief background to introduce the topic and then focus on one-two papers from the current literature. Credit requires attendance at all sessions and one presentation.

Credit 1 unit.

L41 Biol 5417 Hematology Division Journal Club: Current Topics in Biochemistry, Cellular, and Molecular Biology

This journal club covers a broad range of topics of current interest, including the fields of biochemistry, molecular biology, cell biology, developmental biology, and immunology. Speakers usually give a brief background to introduce the topic and then focus on one-two papers from the current literature. Presentations are given by graduate students, post-doctorates, and faculty. Each attendee presents two-three times per year. Participants are expected to attend all the sessions. This journal club was founded in 1966.

Credit 1 unit.

L41 Biol 5419 Seminars in Microbiology & Infectious Diseases

Work in-progress seminars by graduate students and postdoctoral fellows. Prerequisite: BIO 5392 Molecular Microbiology & Pathogenesis.

Credit 1 unit.

L41 Biol 5420 Membrane Protein Biophysics Journal Club

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, and cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of "chalk-talks."

Credit 1 unit.

L41 Biol 5425 Immunology of Infectious Diseases Journal Club

The goal of this Journal Club (JC) is to provide 2nd year students in MMMP program a platform to discuss new and emerging concepts on mechanisms by which host immune responses mediate protection against infectious diseases. This exercise will also enable the student who attend the fundamental Immunology course to apply their knowledge to understand the basis for immunology of infectious diseases. The format will include faculty who will select cutting-edge papers and head the discussion during the JC session.

Credit 1 unit.

L41 Biol 5426 ID Gateway: Translational and Public Health Aspects of Basic Infectious Disease Research

This course provides an opportunity for students, postdoctoral fellows, infectious disease fellows and faculty to explore issues at the interface between patient care, public health and basic research in the area of microbial pathogenesis. Prerequisites, Application and L41 Bio 5392 or M30 526, or permission of instructor.

Credit 2 units.

L41 Biol 5445 DNA Metabolism Journal Club

Presentation of current research papers in DNA replication, DNA repair, and DNA recombination, with an emphasis on basic biochemical and biophysical approaches.

Credit 1 unit.

L41 Biol 5456 Advanced Crystallography

The advanced course in Protein Crystallography will address all aspects of modern protein crystallography including fundamentals of crystallography, the derivation of the structure factor and electron density equation, symmetry and space groups, direct methods, isomorphous replacement, molecular replacement, data collection, and crystal growing theory and techniques. Prerequisite, Physical Chemistry & Bio 5325 Protein Structure and Function. Two class hours per week.

Credit 2 units.

L41 Biol 5461 Molecular Recognition

The physical basis of recognition as exemplified in ligand binding to receptors is the focus with modeling of interactions between macromolecules of biological interest such as G-protein coupled receptors and ligands such as drugs, hormones, etc. Approaches to structure-based design of novel ligands as well as development of active site hypotheses when the three-dimension structure of the receptor is unknown will be developed. Emphasis will be placed on pharmacophore determination, receptor site modeling, three-dimensional quantitative structure-activity relationships, neural networks, de novo design, etc. Applications will be taken from biological systems of therapeutic interest such as inhibition of proteases (HIV protease, thrombin, collagenase, etc.), homology modeling of enzyme targets, design of minor groove ligands for DNA, etc. Each student should expect to complete a project applying one of the computational methods discussed. Two hours of lecture plus three hours of lab per week. Prerequisite, Physical Chemistry, basic Biological Chemistry. Course offered every other year. Minimum 5 students.

Credit 3 units.

L41 Biol 5464 Computational Biochemistry

This course covers the application of computer modeling and simulation to problems involving biological macromolecules of interest such as enzymes, receptors, nucleic acids, etc. Lectures discuss the theory and algorithms underlying a variety of simulation techniques. Alternative paradigms for modeling at differing levels of structural resolution will be emphasized. Topics examined in detail include molecular mechanics force fields, optimization, dynamics simulation, protein structure prediction, molecular recognition and homology modeling. Problem sets provide computer exercises designed to give students practice with actual programs and applications. Students are asked to complete a computational project of their choice using one of the methods discussed. Prerequisite: background in physical chemistry, multivariable calculus and basic computer usage. Minimum 5 students.

Credit 3 units.

L41 Biol 5466 Current Topics in Biochemistry

Special topics course offered every other week involving the discussion of research papers covering a broad range of topics in the field of biochemistry. Papers selected from the primary literature will be presented and discussed by students with guidance from the instructor. Emphasis will be placed on papers that illustrate the application of chemical approaches to important biological processes. Designed primarily for first- and second-year graduate students in the Biochemistry Ph.D. program. Prerequisites: coursemaster permission.
Credit 0.5 units.

L41 Biol 5468 Cardiovascular Biophysics Journal Club

This journal club is intended for beginning graduate students, advanced undergraduates, and MSTP students with a background in the quantitative sciences (engineering, physics, math, chemistry, etc). The subjects covered are inherently multidisciplinary. We will review landmark and recent publications in quantitative cardiovascular physiology, mathematical modeling of physiologic systems and related topics such as chaos theory and nonlinear dynamics of biological systems. Familiarity with calculus, differential equations, and basic engineering/thermodynamic principles is assumed. Knowledge of anatomy/physiology is optional. Same as E62 BME 5911
Credit 1 unit.

L41 Biol 5469 Biochemistry, Biophysics, and Structural Biology Seminar

Student presentation of Biochemistry, Biophysics or Structural Biology topic. Second Year Students present from literature; senior students give formal research seminar. Attendance required of all BBSB Graduate Students. Prerequisites: BBSB Graduate Student.
Credit 0.5 units.

L41 Biol 5476 Modeling Biomolecular Systems I

This course covers the applications of computer modeling and simulation to problems involving biological macromolecules. Lectures will discuss the theory and algorithms underlying a variety of simulation techniques. Laboratory exercises and a student project will provide experience with software presently used in the field. Topics examined in detail include: computational tools, molecular visualization, simulation methodology, force field methods, optimization, experimental design, QSAR, scoring and screening of ligands, docking, structure databases, and refinement and prediction of structures. Prereqs: basic background in biochemistry and physical chemistry; ability to write simple computer programs in any language.
Credit 3 units.

L41 Biol 548 Nucleic Acids & Protein Biosynthesis

Fundamental aspects of the structure, biosynthesis, and function of nucleic acids and the biosynthesis of proteins. Emphasis on mechanisms involved in the biosynthetic processes and the regulation thereof. Lecture course supplemented with student discussions of research papers. Prerequisites: Biol 3371, Biol 451, Chem 481 or equivalent, or permission of instructor.
Credit 3 units.

L41 Biol 5483 Human Genetic Analysis

Basic Genetic concepts: meiosis, inheritance, Hardy-Weinberg Equilibrium, Linkage, segregation analysis; Linkage analysis: definition, crossing over, map functions, phase, LOD scores, penetrance, phenocopies, liability classes, multi-point analysis, non-parametric analysis (sibpairs and pedigrees), quantitative trait analysis, determination of power for mendelian and complex trait analysis; Linkage Disequilibrium analyses: allelic association (case control designs and family bases studies), QQ and Manhattan plots, whole genome association analysis; population stratification; Quantitative Trait Analysis: measured genotypes and variance components. Hands-on computer lab experience doing parametric linkage analysis with the program LINKAGE, model free linkage analyses with Genehunter and Merlin, power computations with SLINK, quantitative trait analyses with SOLAR, LD computations with Haploview and WGAViewer, and family-based and case-control association analyses with PLINK and SAS. The methods and exercises are coordinated with the lectures and students are expected to understand underlying assumptions and limitations and the basic calculations performed by these computer programs. Auditors will not have access to the computer lab sessions. Prerequisite: M21-515 Fundamentals of Genetic Epidemiology. For details, to register and to receive the required permission of the Coursemaster contact the MSIBS Program Manager (biostat-msibs@email.wustl.edu or telephone 362-1384).
Credit 3 units.

L41 Biol 5484 Genetics and Development of C. elegans Journal Club

Students will present a research paper (or present their current thesis research) and the appropriate background material.
Credit 1 unit.

L41 Biol 5486 Classic Experiments in Molecular Biology

A few key papers stand out as the historical foundations of molecular genetics. They illuminate the process of intuition, creative experimentation and insight that led to what we now accept as dogma in our field. This class, organized in the style of a journal club, will explore this history through presentations by students of these classic papers. Each student will be responsible for presenting one topic, consisting of 2 to 3 papers, placing them in their historical context through background reading from the contemporary literature, and in Judson's "The Eighth Day of Creation" and Cairns, Stent, and Watson's "Phage and the Origin of Molecular Biology." Prerequisite, graduate standing and BIO 548 and BIO 5491, or consent of instructors.
Credit 1 unit.

L41 Biol 5487 Genetics and Genomics of Disease

The course will cover the use of genomic and genetic information in the diagnosis and treatment of disease, with an emphasis on current practice and existing gaps to be filled to achieve precision medicine. Areas of discussion include: bioinformatics methods; assessment of pathogenicity; use and curation of disease variant databases; discovery of incidental findings; genomics applications in Mendelian disease, complex traits, cancer, pharmacogenomics, and infectious disease; design of clinical trials with genetic data; ethical and policy issues. Prerequisites: Genomics (Bio 5488), Advanced Genetics (Bio 5491), or Fundamentals of Mammalian Genetics (Bio 5285) or equivalent (permission from instructor)
Credit 2 units.

L41 Biol 5488 Genomics

This course is designed for beginning students who want to become familiar with the basic concepts and applications of genomics. The course covers a wide range of topics including how genomes are mapped and sequenced as well as the latest computational and experimental techniques for predicting genes, splice sites, and promoter elements. High throughput techniques for ascribing function to DNA, RNA, and protein sequences including microarrays, mass spectrometry, interspecies genome comparisons and genome-wide knock-out collections will also be discussed. Finally, the use of genomic techniques and resources for studies of human disease will be discussed. A heavy emphasis will be put on students acquiring the basic skills needed to navigate databases that archive sequence data, expression data and other types of genome-wide data. Through problem sets the students will learn to manipulate and analyze the large data sets that accompany genomic analyses by writing simple computer scripts. While students will become sophisticated users of computational tools and databases, programming and the theory behind it are covered elsewhere, in Michael Brent's class, Bio 5495 Computational Molecular Biology. Because of limited space in our teaching lab, enrollment for lab credit will be limited to 24 students. Priority will be given to students in the DBBS program. Others interested in the course may enroll for the lectures only. If you have previous experience in computer programming, we ask that you do not enroll for the laboratory credit. Prerequisites, Molecular Cell Biology (Bio 5068), Nucleic Acids (Bio 548) or by permission of instructor. Lecture 3 units of credit; lab 1 additional unit, space limited. Credit variable, maximum 4 units.

L41 Biol 5489 Human Genetics Journal Club

In this biweekly journal club on Human Genetics we will present and discuss current cutting edge papers in human and mammalian molecular genetics. Students learn presentation skills, how to critique a paper and how to interact with a very active and critical audience. Prerequisites; Any person interested in the current state of the art in Human Genetics may attend this course. It is a requirement that all students wishing to earn credit in this course must present a 1.5 hour journal club talk and must regularly attend and participate in the journal club throughout the year. Credit 0.5 units.

L41 Biol 5491 Advanced Genetics

Fundamental aspects of organismal genetics with emphasis on experimental studies that have contributed to the molecular analysis of complex biological problems. Examples drawn from bacteria, yeast, nematodes, fruit flies and mammalian systems. Prerequisite, graduate standing or permission of instructor. Credit 3 units.

L41 Biol 5494 Quantitative Cardiovascular Physiology

The course will cover the mechanical, thermodynamic, electrical and pump function role of the heart as well as tissue elasticity, viscosity of selected media, aspects of the microcirculation, wave propagation. Mathematical modeling of various physiologic functions will be stressed. The connection between model prediction and comparison to in-vivo human physiologic data will be emphasized. The question of whether new physiology can be predicted from first principles will be considered. Credit 3 units.

L41 Biol 5495 Computational Molecular Biology

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.

Credit 3 units. EN: BME T, TU

L41 Biol 5496 Seminar in Computational Molecular Biology

Students present current research papers and the appropriate background material in the field of Computational Biology. **Arts and Sciences students must take this course for credit; Engineering students must take this course Pass/Fail.** Credit 1 unit.

L41 Biol 5497 Special Topics in Computational Molecular Biology

Indepth discussion of problems and methods in Computational Molecular biology. Each year three topics will be covered and those will change yearly. Prerequisite, Bio 5495 or instructor's consent. Credit 2 units.

L41 Biol 5498 An Introduction to Genomic Analysis

Formal lectures will serve to highlight the role that genomic analysis currently plays in all areas of genetics. A series of lectures and demonstrations will introduce the students to many of the techniques presently used in genomic analysis. Prerequisite: Nucleic Acids (Biol 548) or approval of coursemaster. One hour lecture and 1 hour of laboratory demonstration/lecture each week. Credit 2 units.

L41 Biol 5499 Cancer Informatics Journal Club

This journal club will explore current topics in cancer informatics. Current literature will be reviewed for advanced cancer genome analysis methods, statistics, algorithms, tools, databases, and other informatics resources. Credit 1 unit.

L41 Biol 550 Medical Genetics

A significant portion of the first-year course in basic medical genetics devoted to human and clinical genetics, with emphasis on how genomic information will transform the practice of medicine. Topics covered include population genetics; molecular basis of mutations; human functional genomics; mouse models of human disease; pharmacogenomics; metabolic defects. Lectures, small group discussions, patient information session. Prerequisite: an introductory genetics course and permission of the instructor. Credit 2 units.

L41 Biol 5501 The Biology and Pathology of the Visual System

The purpose of the course is to provide a fascinating view of vertebrate eye development, anatomy, physiology and pathology. Topics to be covered include the molecules that control eye formation, ocular stem cells, the physiology of transparency, hereditary ocular diseases, phototransduction, the neurobiology of the retina and central visual pathways, age-related eye diseases, and many others. The course is open to all second year graduates students and above. Ophthalmology residents and postdocs with an interest in vision are strongly encouraged to attend.

Credit 3 units.

L41 Biol 5504 Algorithms for Biosequence Comparison

This course surveys algorithms for comparing and organizing discrete sequential data, especially nucleic acid and protein sequences. Emphasis is on tools to support search in massive biosequence databases and to perform fundamental comparison tasks such as DNA short-read alignment. Prerequisite: CSE 347 or permission of instructor. These techniques are also of interest for more general string processing and for building and mining textual databases. Algorithms are presented rigorously, including proofs of correctness and running time where feasible. Topics include classical string matching, suffix array string indices, space-efficient string indices, rapid inexact matching by filtering (including BLAST and related tools), and alignment-free algorithms. Students complete written assignments and implement advanced comparison algorithms to address problems in bioinformatics. This course does not require a biology background. Prerequisites: CSE 347 or instructor permission Revised: 2019-02-21
Same as E81 CSE 584A

Credit 3 units. EN: BME T, TU

L41 Biol 5505 Independent Study in Fundamentals of Molecular and Microbial Genetics

This literature-based course will introduce students to seminal and current studies in molecular and microbial genetics. Students will read and present a minimum of 12 landmark papers that helped shape our understanding of molecular and microbial genetics. Emphasis will be placed on students' ability to comprehend and explain these studies via chalk talks. All presentations will be given by students. Prerequisites: L41 5491 Advanced Genetics and permission from instructor.

Credit 2 units.

L41 Biol 5507 Genome Engineering Methods and Applications

This course will cover the basic principles of genome engineering with emphasis on Cas9/CRISPR technology. It will consist of discussion sessions in which students will present assigned manuscripts followed by a general discussion of the topic directed by the instructor. The course will cover the mechanisms of genome editing using host DNA repair systems, the function of Cas9, and how Cas9 can be harnessed to introduce defined mutations into almost any genome. The use of Cas9 to activate or repress genes, alter chromatin modifications, and the application of these Cas9 systems to conducting genome-scale screens in mammalian cells as well as its use in studying cell fate will be highlighted. Finally, we will study

how Cas9 methodologies can be used to introduce disease-associated variants into pluripotent stem cells (e.g. iPSCs) that can be differentiated into disease-relevant cell for use in functional genomic studies.

Credit 1 unit.

L41 Biol 5511 Molekoolz

Behind in your reading? Molekoolz is dedicated to bringing you the latest and greatest from the past year. This year we return to our roots and bring you a dozen of the hottest molecules of '97/'98 and the biology that makes 'em great. Come join us as we explore the Ras pathway, the Notch pathway, TGF β signaling, the intrepid Hedgehog, those sneaky Wnt's, the latest in circadian rhythms, and many more of your favorites. All are welcome, but it will be aimed at advanced graduate students, postdoc, and interested faculty. Two credits, contingent on attendance and reading of (short) assigned paper.

Credit 2 units.

L41 Biol 5512 Diseases of Membrane Transport & Excitability

Classes will consider the molecular basis of the disease as well as animal models and current clinical studies. Addressing studies from the level of basic biophysical and molecular properties of the underlying ion channels/transporters, to the cellular defects, to organ and animal outcomes and therapies., which will encourage and force students to develop their ability to integrate understanding at multiple levels. Students will be introduced to emerging ideas in clinical diagnosis, management and treatment, when appropriate, clinical specialists will allow student participants to directly observe and participate in the clinical experiences. Prerequisites, Bio 5068 Fundamentals of Molecular Cell Biology.

Credit 2 units.

L41 Biol 554 Neural Sciences

An integrated course dealing with the structure, function and development of the nervous system. The course will be offered in the Spring of the first year Medical School calendar. Prerequisite: Biol 3411 or Biol 501 and approval of the instructor.

Credit 5 units.

L41 Biol 5542 Neural Constructs of Spatial Orientation

The course will explore the neural mechanisms and perceptual constructs that underlie spatial orientation. The brain's capacity to use several sensory systems to integrate information relative to position in space, movement direction, and navigation will be examined. Quantitative models of sensory transduction and neural information coding for vestibular, visual, proprioceptive, and magnetoreception will be derived and tested in an effort to comprehend the global interactive representation of spatial orientation. The class will meet twice weekly where readings will be assigned from the extant literature and secondary sources. Materials will be provided. Previous experience with engineering systems analysis and MATLAB will be helpful, but not necessary.

Credit 3 units.

L41 Biol 5565 Oral Presentation of Scientific Data

Practical course on how to prepare and present scientific data to an audience. Prerequisite: First year neuroscience program courses. Meets once a week for 90 minutes.

Credit 1 unit.

L41 Biol 5571 Cellular Neurobiology

This course will present a fully integrated overview of nerve cell structure, function and development at the molecular and cellular level. Broad topics to be covered include gene structure and regulation in the nervous system, quantitative analysis of voltage- and chemically-gated ion channels, presynaptic and postsynaptic mechanisms of chemical neurotransmission, sensory transduction, neurogenesis and migration, axon guidance and synapse formation. Two lectures plus one hour of discussion per week for 14 weeks. There will be three exams, as well as homework problems and summaries of discussion papers. Prerequisites: graduate standing or permission of the instructor.

Credit 6 units.

L41 Biol 5577 Synapses Journal Club

Synaptic function and malleability are fundamental to nervous system function and disease. This is an advanced seminar in the development, structure, and function of the synapse in health and disease. It is a natural extension of topics covered in Bio 5571. It may be primarily of interest to students in the Neurosciences Program, but also to students in MCB, Development, Biochemistry, Computational Biology, and Molecular Biophysics. Generally a topic for the semester helps focus the group; past topics have included Synapses and Disease, Neurotransmitter Transporters, Glutamate Receptors, Dendrites, GABA receptors. Participants (students, postdocs, and faculty) alternate responsibility for leading critical discussion of a current paper. Active participation offers the opportunity for students to hone their critical thinking and presentation skills. Students enrolling for credit will be expected to attend each week, to lead discussion once per semester and to provide written critiques (1-2 pages each) of two papers. Prerequisites, Graduate standing in DBBS; Bio 5571 preferred.

Credit 1 unit.

L41 Biol 5581 Neural Basis of Accoustic Communications

Lectures and seminars in hearing and acoustic signals of animals, from invertebrates to humans. Structural and functional adaptation for processing the signals for communication and echolocation are considered. Prerequisite: Bio 3411 or Bio 3421, or a course comparable to Physiological Psychology. One two-hour class a week. Offered in the fall semester of odd numbered years.

Credit 2 units.

L41 Biol 5606 Cognitive Neuroscience of Human Memory

A survey of issues related to the cognitive neuroscience of human memory will be discussed including working and long-term memory. Reading will consist of classic works by James, Fuster, Goldman-Rakic, Milner, Squire as well as many contemporary articles that highlight hot issues and new techniques. Requirements will include readings, attendance, brief presentations, and active participation in classroom discussion. Prerequisite: Graduate standing. Same as L41 Biol 5606.

Same as L33 Psych 5090

Credit 3 units.

L41 Biol 560A Special Topics in Nuclear Chemistry: Radiochemistry for the Life Sciences

This course will provide an introduction to nuclear science (e.g. radioactive decay, nuclear stability, interactions of radiation with matter) and followed by an overview of how radiochemistry is used in the life sciences. Lectures on radiolabeling chemistry with radionuclides used in medical imaging (single photon emission computed tomography (SPECT) and positron emission tomography (PET) and their applications will be presented. In addition, lectures on radiochemistry with tritium (H-3) and C-14 will also be included. Additional applications include environmental radiochemistry as applied to nuclear waste disposal and biofuels.

Same as L07 Chem 536

Credit 2 units.

L41 Biol 5617 Development Biology PhD Program Seminar

In response to student feedback for additional training in Developmental Biology obtained from surveys and group meetings, we propose a new seminar course in Developmental Biology. This once a week course will introduce student in the Developmental, Regenerative, and Stem Cell Biology PhD Program both to the classical embryological experiments that defined key concepts in developmental biology, such as cellular fields, equivalence groups, cytoplasmic determinants, and the more modern experiments that uncovered the genetic and molecular basis of these processes. In general, the classes will be individual sessions on professional development, such as scientific presentation, how to navigate graduate school, etc.

Credit 1 unit.

L41 Biol 5619 Advanced Cognitive, Computational, and Systems Neuroscience

This course will develop critical thinking and analysis skills with regard to topics in Cognitive, Computational and Systems Neuroscience. Course format will be a series of modules composed of intensive, faculty-led case studies on interdisciplinary topics at the intersection of psychology, computation and neuroscience. The goal will be to highlight the benefits of integrative, interdisciplinary approaches, by delving into a small set of topics from a variety of perspectives, rather than providing a survey-level introduction to a broader set of topic areas. Modules will involve a combination of lectures and student-led discussion groups, with students further expected to complete a multi-disciplinary integrative final review paper. Case-study topics will vary somewhat from year to year, but are likely to include some of the following: temporal coding as a mechanism for information processing, coordinate transformations in sensory-motor integration, mechanisms of cognitive control, motor control strategies including application to neural prosthetics, and memory systems in health and disease.

Same as L33 Psych 519

Credit 3 units.

L41 Biol 5621 Computational Statistical Genetics

This course covers the theory and application of both classical and advanced algorithms for statistical modeling in genetics. Students learn how to derive, design and implement their own statistical genetics models through computer labs by writing their own software program from the basic model equations up to analyze one of four major term project datasets. Didactic lectures cover a wide range of important topics including: Maximum Likelihood theory, Frequentist vs. Bayesian approaches, Information Theory, Model Selection techniques,

analysis methods for pedigrees vs. unrelated individuals, rare vs. common variant approaches, the E-M Algorithm, mixed model approaches, MCMC methods, Hidden Markov Models, Coalescent Theory, Haplotyping Algorithms, Epigenetic Analysis methods, Genetic Imputation Algorithms, Graphical Models, Decision Trees and Random Forests, Permutation/Randomization Tests, classification and Data Mining Algorithms, Population Stratification and Admixture Mapping Methods, Multiple comparisons corrections, and Power and Monte-Carlo simulation experiments. Same as M21-621
Credit 3 units.

L41 Biol 5622 Cognitive, Computational, and Systems Neuroscience Project Building

The goal of this course is to help students in the CCSN Pathway develop the critical thinking skills necessary to develop and implement high quality, interdisciplinary research projects. Throughout the course of the semester, each student will develop a research plan in their chosen area of interest. The plan will be developed in consultation with at least two faculty members (from at least two different subdisciplines within the pathway) as well as the other students and faculty participating in the course. The culmination of this course will be for each student to produce an NIH-style grant proposal on the research project of their choosing. For most students, this will serve either as their thesis proposal or a solid precursor to the thesis proposal. The course will be designed to help facilitate the development of such a research plan through didactic work, class presentations, class discussion, and constructive feedback on written work. The course will begin with a review of written examples of outstanding research proposals, primarily in the form of grant submissions similar to those that the students are expected to develop (i.e., NRSA style proposals, R03 proposals). Review of these proposals will serve as a stimulus to promote discussion about the critical elements of good research proposals and designs in different areas. Each student will be expected to give three presentations throughout the semester that will provide opportunities to receive constructive feedback on the development and implementation of research aims. The first presentation (towards the beginning of the semester) will involve presentation of the student's general topic of interest and preliminary formulation of research questions. Feedback will emphasize ways to focus and develop the research hypotheses into well-formulated questions and experiments. The second presentation will involve a more detailed presentation of specific research questions (along the lines of NIH-style Specific Aims) and an initial outline of research methods. The final presentation will involve a fuller presentation of research questions and proposed methods. Feedback, didactic work, and group discussion throughout the semester will include guidance on critical components of the development of a research plan, including how to perform literature searches, formulate testable hypotheses, write critical literature summaries, and design experiments and analyses. The course will meet once a week, with faculty members from different tracks within the Pathway present at each meeting. This will allow students to receive feedback from several perspectives. Prerequisite: Member of CCSN Pathway, permission of instructor.
Credit 3 units.

L41 Biol 5646 First-Year Fundamentals

This course will provide a two-part introduction to neuroscience research fundamentals. Namely, it will introduce elementary statistical analysis for neuroscience research as well as grant writing to support neuroscience-related research. Enrollment is limited to first-year neuroscience students.
Credit 0.5 units.

L41 Biol 5648 Coding and Statistical Thinking in the Neurosciences

Students are introduced to scientific programming in Python. Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.
Credit 1 unit.

L41 Biol 5651 Neural Systems

The course will consist of lectures and discussions of the sensory, motor and integrative systems of the brain and spinal cord, together with a weekly lab. The lectures will present aspects of most neural systems, and will be given by faculty members who have specific expertise on each topic. The discussions will include faculty led group discussions and papers presented and discussed by students. The labs will include human brain dissections, examination of histological slides, physiological recordings, behavioral methods, computational modeling, and functional neural imaging.
Credit 4 units.

L41 Biol 5657 Biological Neural Computation

This course will consider the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include, Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition & machine learning algorithms for analyzing neural data. Note: Graduate students in psychology or neuroscience who are in the Cognitive, Computational, and Systems Neuroscience curriculum pathway may register in L41 5657 for three credits. For non-BME majors, conceptual understanding, and selection/application of right neural data analysis technique will be stressed. Hence homework assignments/examinations for the two sections will be different, however all students are required to participate in a semester long independent project as part of the course. Calculus, Differential Equations, Basic Probability and Linear Algebra Undergraduates need permission of the instructor. L41 5657 prerequisites: Permission from the instructor
Same as E62 BME 572
Credit 3 units. EN: TU

L41 Biol 5663 Neurobiology of Disease

This is an advanced graduate course on the pathology of nervous system disorders. This course is primarily intended to acquaint Neuroscience graduate students with a spectrum of neurological diseases, and to consider how advanced neuroscientific approaches may be applied to promoting recovery in the brain. Topics will be presented by Washington University faculty members and include: neurooncology, stroke, retinal disease, perinatal brain injury, neurodegenerative disorders, neuroinflammation, epilepsy, and psychiatric disorders. The class will meet for 2 hours each week. Each

session will be led by a faculty guest with expertise in a specific neurological or psychiatric disease. In the first hour, the speaker will discuss clinical manifestations and pathophysiology. Where possible, the clinical presentation will be supplemented with a patient demonstration or videotape. After a 30 minute break for pizza and soda, the second hour will follow a journal club format. Two or three students will review current papers assigned by the speaker or course director. This course is offered in alternate years. Prerequisite: Introductory neuroscience course at the graduate or medical school level.

Credit 2 units.

L41 Biol 5665 The Science of Behavior

The primary function of nervous systems is to control behavior. Understanding the links between brain and behavior requires an understanding of cognition-the computations performed by the brain, as well as the algorithms underlying those computations and the physical substrates that implement those algorithms. The goal of this course is to introduce students to the tools, concepts, and techniques for the experimental study of cognition and behavior in humans and nonhuman animals. We will focus on cognitive capacities that are well-developed in humans and can be compared with those of other species, to develop an understanding of how evolution shapes cognition and behavior. Students who complete this course will be able to ask questions and form hypotheses about the computations and algorithms underlying cognition and behavior, and to design experiments that test these hypotheses. PREREQ: Graduate standing or permission of the instructor

Same as L33 Psych 5665

Credit 3 units.

L41 Biol 5678 Clocksclub

Clocksclub focuses on recent advances in the study of biological timing including sleep and circadian rhythms. Participants discuss new publications and data on the molecules, cells and circuits underlying daily rhythms and their synchronization to the local environment. Students registered for this journal club will lead a discussion once during the semester. Prerequisites: BIO 2970 or permission of instructor.

Credit 1 unit.

L41 Biol 5682 Foundations in Biological Neural Computation

This course meets with E62 BME 572/L41 Biol 5657, Biological Neural Computation. Students in this Foundations course will not design and implement an independent modeling project. Instead they will complete directed simulation of classic models in computational and theoretical neuroscience. Graduate students in psychology or neuroscience who are in the Cognitive, Computational, and Systems Neuroscience pathway can take either this 2-credit Foundations course or the 3-credit full course to satisfy pathway requirements for a computational course. Prerequisites, Multivariate calculus and either biological or psychological foundations of neuroscience.

Credit 2 units.

L41 Biol 5691 Mathematics and Statistics of Experimental Neuroscience

This course will be open to the WU brain science community; first and second year graduate students are especially welcome. We aim to develop practical insights and strategies for experiment design, data reduction, and statistical tests. Topics will include foundations of statistical analysis; resampling and

bootstrapping; multivariate analysis and dimension reduction; and applications appropriate for cellular and molecular, systems, imaging, and behavioral neuroscience. Prerequisites: Some calculus; some laboratory experience in neuroscience.

Credit 2 units.

L41 Biol 5702 Current Approaches in Plant and Microbial Research

This course is designed to introduce graduate students and upper-division undergraduates to contemporary approaches and paradigms in plant and microbial biology. The course includes lectures, in-class discussions of primary literature and hands-on exploration of computational genomic and phylogenetic tools. Evaluations include short papers, quizzes, and oral presentations. Over the semester, each student works on conceptualizing and writing a short NIH-format research proposal. Particular emphasis is given to the articulation of specific aims and the design of experiments to test these aims, using the approaches taught in class. Students provide feedback to their classmates on their oral presentations and on their specific aims in a review panel. Prereq: Bio 2970 or permission of the instructor.

Credit 4 units.

L41 Biol 5703 Experimental Design and Analysis in Biological Research

In-depth exploration of landmark and current papers in genetics, molecular and cell biology, with an emphasis on prokaryotes and eukaryotic microbes. Class discussions will center on such key discoveries as the chemical nature of genetic material, the genetic code, oxygen producing light-spectrum, cell-cell signaling, transcriptional regulation, the random nature of mutation, and cell cycle regulation. Emphasis will be placed on what makes a good question or hypothesis, expedient ways to address scientific problems, and creative thinking. The last third of the course will consist of student-run seminars on selected topics to increase proficiency in the synthesis of new material and public presentation skills.

Credit 2 units.

L41 Biol 572 Seminar in Plant Biology

A weekly discussion of modern research in plant biology including topics in molecular genetics, development, biochemistry, physiology, population dynamics and plant-pathogen interactions. Credit will be contingent on one journal club presentation per student, regular attendance and active participation in group discussions.

Credit 1 unit.

L41 Biol 5721 Student-Run Plant Biology Journal Club

Students of the Plant Biology Program are responsible for organizing this journal club which highlights new papers that significantly advance our understanding of plants. Students arranging to give presentations should consult with one of the faculty organizers at least one week in advance of their talk to gain approval of their topic and the paper chosen. Students taking the journal club for credit are expected to attend regularly and to make one presentation per semester. Course meets on alternate Fridays. No prerequisites, open to all graduate students and to undergraduates who obtain permission from one of the faculty advisors.

Credit 1 unit.

L41 Biol 5723 Seminar in Plant and Microbial Bioscience

This course emphasizing presentation skill and critical analysis counts towards the PMB Graduate Program's journal club course requirement. Students will be responsible for dividing and presenting 30 current research publications selected by the course masters. In addition to assembling brief PowerPoint presentations providing background and significance for their assigned articles, students are expected to provide classmates with a 1 page primer and short list of relevant references
Credit 2 units.

L41 Biol 580 Seminar in Population Biology

This weekly seminar, covering different topics each semester, should be taken by graduate students in the program.
Prerequisite: graduate standing or permission of the instructors.
Credit variable, maximum 3 units.

L41 Biol 5801 Biochemistry & Molecular Biophysics Seminar Journal Club

This will be a journal club-based seminar course mirroring the topics covered by Biochemistry and Molecular Biophysics (BMB) seminar speakers during the concurrent semester. Students will present a paper published by one of the BMB seminar speakers one-week ahead of that speaker's seminar. This will allow students and faculty to become more familiar with the research programs of BMB invited speakers, likely stimulating discussion within the Q&A period after the seminar, as well as during informal meet-the-speaker lunch sessions. Students will be evaluated on their journal club presentation, attendance and class participation.
Credit 1 unit.

L41 Biol 584 Climate Change Reading Group

The Climate Change Reading Group is made up of multi-disciplinary faculty and students from multiple institutions in St Louis: WUSTL, UMSL, SLU, Missouri Botanical Garden, Danforth Center, and more. Many of us in different labs, departments, and institutions around STL are actively investigating aspects and effects of climate change; this reading group provides a venue for interacting with others in the community. Subject matter within the context of Climate Change will be chosen each week by a different presenter. Students can join this reading group for 1 credit if they agree to read all papers, actively participate in discussions, find and present one high quality scientific paper on climate change in the field of their choice and moderate the discussion of this paper. The students will be evaluated on their participation, their understanding of the issues, and their presentation. Prerequisites: Contact the course coordinator.
Credit 1 unit.

L41 Biol 585 Seminar in Floristic Taxonomy

This weekly seminar provides an introduction to/overview of Plants, each semester progressively covering orders and families in a sequence derived from the Angiosperm Phylogeny Website (<http://www.mobot.org/MOBOT/Research/APweb/welcome.html>); in Spring 2015, the seminar will cover several crown orders of the monocots, including grasses and relatives. Weekly presentations include a summary of all relevant information (molecular, chemical, anatomical, embryological, morphological, ecological, geographical, historical/paleontological, etc.) about the plant group under consideration, review of the classification/phylogeny of the group, examination of fresh and/or preserved specimens, and

discussion of relationships, human uses, and other relevant aspects of the biology of that group. Credit will be contingent on one (or two) seminar presentation(s) per student, regular attendance and active participation in group discussions.
Credit 1 unit.

L41 Biol 5862 Seminar on Professional Development for Graduate Students in Ecology, Evolution & Population Biology

This is a weekly discussion seminar course in which advanced graduate students and postdocs in STEM will discuss the practices of scientific teaching and basic professional development skills. Topics covered will include scientific teaching, active learning, assessment driven instruction, creation inclusive classrooms, preparing for job interviews, preparing grant proposals, and balancing family and work. There will be several panel discussions with invited speakers on a range of potential career options to STEM PhDs. Students will prepare or revise their professional portfolio materials over the course of the semester. The course is open to all DBBS graduate students and is required for GAANN fellows. Prerequisite: Graduate student status in the DBBS or permission of instructor.
Credit 1 unit.

L41 Biol 5866 Communicating Science: Writing for Multiple Audiences

This course introduces strategies for writing effectively and communicating scientific research to a variety of audiences. Students will learn to reduce jargon, explain scientific concepts in common language, write clearly and concisely, and use sentence structure to maximum efficiency. Written assignments emphasize the significance and innovation in scientific research that appeal to broad audiences, including: the general public, students, policy makers, grant reviewers, and journal editors. This course meets biweekly and consists of lectures and small group sessions. You must enroll in both the lecture session (section 1) and a small group (section A, B, C, or D).
Credit 1 unit.

L41 Biol 5867 Career Planning for Biological Scientists

This 6-week course will guide you through nationally recognized and evidence-based career exploration curricula. It is intended for DBBS Ph.D. students and bioscience postdocs who want to jump-start career planning and professional skills needed for a broad range of scientific careers. Topics include self-assessment, career exploration, and goal-setting for long-term success. You will work on a team to research the scientific career path of your choice. Each team will study the specific required knowledge, skills, and attributes of their career interest or employment sector. As part of this research project, you will complete a simulated job exercise and network with alumni or local leaders in your chosen field, gaining valuable real-world insights and creating essential professional connections. Meets October 22, 2018-December 3, 2018.
Credit 1 unit.

L41 Biol 590 Research

Credit to be arranged.
Credit variable, maximum 12 units.

L41 Biol 5901 Biomolecular Condensates Journal Club

Biomolecular condensates are non-stoichiometric assemblies of protein and nucleic acids that provide a means for cellular spatiotemporal organization. Over the last decade, a growing appreciation has emerged that many such condensates (which include nucleoli, stress granules, paraspeckles, or even transcriptional assemblies) may form in part via liquid-liquid phase separation, although this does not preclude other assembly mechanisms. A challenge for those new to this field reflects the need to apply ideas from condensed matter physics, biochemistry, physical chemistry, and cell biology. In this journal club we will focus on developing an understanding of the core concepts surrounding biomolecular condensates and phase transitions in biology by reading a mixture of cutting edge and more 'classic' (i.e. mid 2010s) literature.

Credit 1 unit.

L41 Biol 5902 Introduction to the Scholarship of Teaching and Learning

In this course, advanced graduate students and postdocs in STEM will 1) learn the fundamentals of the Scholarship of Teaching and Learning (SoTL)-which is the practice of developing, reflecting on, and evaluating teaching methods to improve student learning, 2) Develop a working knowledge of SoTL, which draws on research in education, STEM education, and cognitive science, 3) Understand how SoTL can lead to the dissemination of new knowledge to a broad audience of educators through publication and presentations., and 4) Develop the central elements of a SoTL project. These elements include articulating questions about classroom teaching that can be addressed in a SoTL research project; developing working hypotheses in response to the questions; designing an evaluative plan, including specific research methods, the type of data to be collected, and how the data will be analyzed in relation to the hypotheses; identifying and understanding necessary procedures to obtain IRB approval for the research. Prereqs: Must be an advanced graduate student or a postdoctoral appointee with some teaching experience, and must have completed 4 STEM Pedagogies workshops (2 are foundational topics) offered by The Teaching Center or received approval from one of the instructors. Same as U29 Bio 4902.

Credit 1 unit.

L41 Biol 590B Research

Credit to be arranged.

Credit variable, maximum 12 units.

L41 Biol 590C Research

Credit to be arranged.

Credit variable, maximum 12 units.

L41 Biol 590D Research

Credit to be arranged.

Credit variable, maximum 12 units.

L41 Biol 5911 Seminar in Biology & Biomedical Sciences

These seminars cover the recent literature in various areas not included in other courses, or in more depth than other courses. Prerequisite: permission of instructor. Credit to be arranged.

Credit variable, maximum 12 units.

L41 Biol 5922 Entering Mentoring

This course is a series of facilitated discussions aimed at developing and improving mentoring skills for those involved in supervising undergraduate research experiences. It is designed for postdocs and graduate students who are or will be 'bench mentors' for undergraduates doing Bio 500 and/or Summer Research. Participants will receive "Entering Mentoring" materials, including articles and worksheets to facilitate mentoring interactions with their mentee, plus several resource books relevant to mentoring. They will develop a mentoring philosophy statement, work on specific assignments designed to improve their relationship with their mentee and share their present and past experiences as mentors and mentees. Bench mentors will be eligible for a travel award to help defray expenses for attending a meeting with their mentee, if that student wins one of the HHMI SURF travel awards (4-5 awarded annually) or is otherwise being supported to present at a scientific meeting. Prerequisite: open to graduate students and postdocs, with priority for those who plan to mentor undergraduates in summer research experiences. Graduate students and postdocs do NOT need to be mentoring a student at the time of the course; it is open to all with an interest in mentoring now or in the future. Note: The sessions will be held either at the beginning of the day or the end of the day at the Danforth campus. Once registration closes, an email will be sent to those registered to poll for the best days & times.

Credit 1 unit.

L41 Biol 5930 Advanced Topics in Neuroscience

This course will expose upper level students and postdocs to advanced topics and methods in Neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for 2-hours per week for 3-weeks. Sections may start with a didactic component or review paper, but will quickly delve into discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover historical and current contexts. Some sections will be techniques-focused; others conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.

Credit 0.5 units.

L41 Biol 5940 Foundations in Cancer Biology and Experimental Cancer Biology

This advanced course will teach the clinical perspective of cancer biology using topics from oncology, radiation biology, radiology, pathology, immunology and surgery. Students will learn to write a grant proposal that includes a clinical trial element while also shadowing physicians in a real cancer clinical setting.

Credit 3 units.

L41 Biol 598 Topics in Evolution, Ecology and Population Biology

This course will meet weekly to discuss ongoing research and future directions of the Evolution, Ecology, and Population Biology (EEPB) graduate program. A different EEPB faculty member will present each week. This course introduces new EEPB students to the diversity of research questions and

approaches undertaken by laboratories in the EEPB program; it will also introduce new students to faculty and vice versa. The course will educate the students about the breadth of research in evolution, ecology, and behavior. It will also provide knowledge that students can use when choosing lab rotations and interdisciplinary exposure to enhance creativity in research. Credit 1 unit.

L41 Biol 5989 Advanced Topics in Neuroscience

This course will expose upper-level and postdoctoral students to advanced topics and methods in neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for two hours per week for three weeks. Sections may start with a didactic component or a review paper, but they will quickly delve into the discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover both historical and current contexts. Some sections will focus on technique; others will be conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.

Credit 0.5 units.

L41 Biol 5991 Decision Neuroscience

This is an advanced, reading-intensive graduate course. We will meet once a week for 3 hrs and focus primarily on discussing the literature on decision making from various perspectives. Decision making is a central object of study in multiple disciplines including neuroscience, cognitive psychology, and economics. Within systems neuroscience, research in the past 20 years has developed in two main areas - namely perceptual decisions and economic (value-based) decisions. Each week we will discuss a specific topic and/or research question. Discussion topics will originate from perceptual decisions or economic decisions, and often be relevant to both. Readings will include experimental papers and computational/theoretical papers. Every week, students are expected to read the assigned papers and to write a short comment before class. In class, we will discuss the papers and the weekly topic in a journal-club format. Participation of PhD students from different programs is encouraged, pending permission from the instructor. The goal of the class is to bring graduate students from different disciplines up-to-date on the current debate(s) in decision neuroscience, and to inspire and support their future research.

Credit 3 units.

L41 Biol 5999 Independent Work

This course is designed for individual students wishing to explore in depth specialized areas of literature or technology with one or more faculty members. Credit will vary with the amount of work and discussion, but cannot be more than 3 credits.

Credit variable, maximum 3 units.

Chemistry

For students interested in discovering insights into nature, exploring new ways to meet the needs of our technological society, and learning new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business and commerce. Studying chemistry provides students with the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur there, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear and theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental and materials chemistry. The department has close research ties with the departments of Physics; Earth and Planetary Sciences; Biology; Biomedical Engineering; Energy, Environmental & Chemical Engineering; and Mechanical Engineering & Materials Science. It also works closely with various departments at the Washington University School of Medicine.

Undergraduate majors in chemistry study chemistry with renowned scientists who are teacher-scholars dedicated to the students' learning experience. The department is small, and it has world-class instruments and facilities, which allows students to receive individualized instruction and to participate in cutting-edge science. Each student works closely with a faculty member to design and carry out an original research project. Students may participate in interdisciplinary research at the School of Medicine or the McKelvey School of Engineering. Research internships at local companies can also be arranged.

A variety of creative and productive careers are available to graduates with a degree in chemistry. Graduates may pursue a career in chemistry or in such related professions as biochemistry, medicine and chemical engineering. Most students continue on to graduate or medical school, and some go on to business or law school. Positions in government, industry and education are also available.

Phone: 314-935-6530
Email: chemistry@wustl.edu
Website: <http://chemistry.wustl.edu>

Faculty

Chair

Jennifer Heemstra (<https://chemistry.wustl.edu/people/jennifer-heemstra/>)

Charles Allen Thomas Professor

PhD, University of Illinois, Urbana-Champaign

Endowed Professor

Gary J. Patti (<https://chemistry.wustl.edu/people/gary-patti/>)
Michael and Tana Powell Professor of Chemistry
PhD, Washington University

Professors

John R. Bleeke (<https://chemistry.wustl.edu/people/john-bleeke/>)
PhD, Cornell University

Michael L. Gross (<https://chemistry.wustl.edu/people/michael-l-gross/>)
PhD, University of Minnesota

Sophia E. Hayes (<https://chemistry.wustl.edu/people/sophia-e-hayes/>)
PhD, University of California, Santa Barbara

J. Dewey Holten (<https://chemistry.wustl.edu/people/dewey-holten/>)
PhD, University of Washington

Richard A. Loomis (<https://chemistry.wustl.edu/people/richard-loomis/>)
PhD, University of Pennsylvania

Kevin D. Moeller (<https://chemistry.wustl.edu/people/kevin-moeller/>)
PhD, University of California, Santa Barbara

Jay Ponder (<https://chemistry.wustl.edu/people/jay-ponder/>)
PhD, Harvard University

Lee G. Sobotka (<https://chemistry.wustl.edu/people/lee-sobotka/>)
PhD, University of California, Berkeley

John-Stephen Taylor (<https://chemistry.wustl.edu/people/john-stephen-taylor/>)
PhD, Columbia University

Associate Professors

Vladimir B. Birman (<https://chemistry.wustl.edu/people/vladimir-birman/>)
PhD, University of Chicago

Richard Mabbs (<https://chemistry.wustl.edu/people/richard-mabbs/>)
PhD, University of Nottingham (UK)

Bryce Sadtler (<https://chemistry.wustl.edu/people/bryce-sadtler/>)
PhD, University of California, Berkeley

Timothy Wencewicz (<https://chemistry.wustl.edu/people/timothy-wencewicz/>)
PhD, University of Notre Dame

Assistant Professors

Jonathan Barnes (<https://chemistry.wustl.edu/people/jonathan-barnes/>)
PhD, Northwestern University

Joseph Fournier (<https://chemistry.wustl.edu/people/joseph-fournier/>)
PhD, Yale University

Kade Head-Marsden (<https://chemistry.wustl.edu/people/kade-head-marsden/>)
PhD, University of Chicago

Meredith Jackrel (<https://chemistry.wustl.edu/people/meredith-jackrel/>)
PhD, Yale University

Courtney Reichhardt (<https://chemistry.wustl.edu/people/courtney-reichhardt/>)
PhD, Stanford University

Robert Wexler (<https://chemistry.wustl.edu/people/robert-wexler/>)
PhD, University of Pennsylvania

Joint Professor

Richard W. Gross (<https://chemistry.wustl.edu/people/richard-w-gross/>)
PhD, Washington University
(Internal Medicine)

Majors

The Major in Chemistry

Total units required: 53 to 62

Required courses: To prepare for a major in chemistry, students will take the following:

Code	Title	Units
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 131	Calculus I	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Math 132	Calculus II	3
Math 233	Calculus III	3
Total Units		35

Note: In certain instances, students may substitute Chem 105 and Chem 106 for Chem 111A and Chem 112A. Please consult the department's director of undergraduate studies for details.

Majors in chemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3
Total Units		9

In addition, 9 units in chemistry at the 300 level or above must be taken (not including Chem 490 Introduction to Research or Chem 495 Advanced Undergraduate Research in Chemistry). Biol 451 General Biochemistry may be used to complete 3 of the required 9 units.

At least 3 of these 9 advanced units must be in a laboratory course chosen from the following list:

Code	Title	Units
Chem 358	Organic Chemistry Laboratory II	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3

Physics 217 Introduction to Quantum Physics and additional mathematics courses are also recommended. Chem 181 First-Year Opportunity: Applications in Chemistry, a seminar to introduce first-year students to research activities in the department, is optional. A working knowledge of computer programming and of a foreign language, such as German or Russian, is encouraged but not required.

Students have the advantage of planning their course program with their advisor in accordance with their personal interests. Some graduate courses are also available to seniors.

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

Note: Per the College of Arts & Sciences guidelines, for students who also pursue a minor or more than one major or minor program, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program; in other words, no advanced course may be "double-counted" for the course work needed to fulfill

either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

The Major With a Concentration in Biochemistry

Chemistry majors with a concentration in biochemistry should add Biol 2960 Principles of Biology I and Biol 2970 Principles of Biology II as prerequisites to the major and specify a minimum of 18 units in advanced courses in biology and chemistry, among which the following must be included:

Code	Title	Units
Chem 481	General Biochemistry I	3
Chem 482	General Biochemistry II	3
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3
Total Units		15

In addition, at least one advanced lab must be chosen from the following list:

Code	Title	Units
Chem 358	Organic Chemistry Laboratory II	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3
Biol 4522	Laboratory in Protein Analysis, Proteomics and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

Note: Per the College of Arts & Sciences guidelines, for students who also pursue a minor or more than one major or minor program, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program; in other words, no advanced course may be "double-counted" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Additional Information

Latin Honors for the Major in Chemistry: To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3

The student must also take two additional advanced courses in chemistry.

Students must also complete **two** additional laboratories. Students must choose one synthetic laboratory:

Code	Title	Units
Chem 358	Organic Chemistry Laboratory II	4
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3

and one physical laboratory:

Code	Title	Units
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3

Neither Chem 490 Introduction to Research nor Chem 495 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirements, but Chem 495 can be used to satisfy an elective.

Latin Honors for the Major in Chemistry With a Concentration in Biochemistry: To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses, including **either** one of the following six courses:

Code	Title	Units
Biol 334	Cell Biology	3
Biol 349	Microbiology	4
Chem 453	Bioorganic Chemistry	3
Chem 464	Inorganic Biochemistry	3
Chem 483	Protein Biochemistry	3
Chem 485	Nucleic Acids	3

or a second laboratory course in advanced chemistry or biology chosen from the following list:

Code	Title	Units
Chem 358	Organic Chemistry Laboratory II	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3
Biol 4522	Laboratory in Protein Analysis, Proteomics and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4

Departmental Honors for the Majors in Chemistry and Chemistry With a Concentration in Biochemistry: To graduate "with distinction," a student must maintain a Chemistry grade-point average of 3.5 and complete at least one semester of Chem 490 research. To graduate "with high distinction," a student must maintain a Chemistry GPA of 3.65 and complete at least two semesters of chemistry research, one of which must be Chem 495. To graduate "with highest distinction," a student must maintain a Chemistry GPA of 3.8 and complete at least two semesters of chemistry research, one of which must be Chem 495. Chemistry research is defined as a research project performed under the direction of a Chemistry faculty member or a research project approved by the Chemistry Department Undergraduate Work Committee. A Chemistry GPA is calculated from the grades received in chemistry courses and chemistry prerequisites. The level of Departmental Honors that a student achieves will appear on the student's final transcript.

Minors

The Minor in Chemistry

Units required: 27 in chemistry; 17 in math and physics

Required courses:

Code	Title	Units
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Physics 191	Physics I	3

Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Total Units		35

Note: In certain instances, students may substitute Chem 105 and Chem 106 for Chem 111A and Chem 112A. Please consult with the department's director of undergraduate studies for details.

Elective courses:

Student must complete 9 units of chemistry encompassing three courses in at least two subdisciplines. Biol 451 General Biochemistry may be used to satisfy one course of the three required. Courses must be at the 300 level or above, but Chem 490 Introduction to Research is specifically excluded.

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry minor. A minimum grade of C- must be earned in each course to count toward the chemistry minor.

Note: Per the College of Arts & Sciences guidelines, if a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program; in other words, no advanced course may be "double-counted" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Courses

Visit online course listings to view semester offerings for L07 Chem (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L07&crslvl=1:4>).

L07 Chem 105 Introductory General Chemistry I

This course traces the development of chemistry from early atomic theory to modern descriptions of structure, bonding, and intermolecular interactions. Over the course of the semester, the students learn how macroscopic observations of stoichiometry, chemical reactions, the properties of elements and compounds, and chemical periodicity developed into the microscopic understanding of molecular structure and bonding. The semester begins with fundamentals related to stoichiometry, chemical reactions, solution chemistry, and gas properties, with an emphasis on quantitative problem solving. The octet rule, Lewis structures, and valence-shell-electron-pair repulsion (VSEPR) theory are then introduced as early efforts to describe the stability and structures of molecules. The localized electron model (LEM) and molecular-orbital theory (MOT) are next described as modern descriptions of chemical bonding. The course concludes with intermolecular forces such as hydrogen bonding and van der Waals interactions. This course will be a

serious introductory series that requires and develops algebraic-computation and problem-solving skills. Prerequisites: Two years of high-school math and one year of high-school chemistry or physics, or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L07 Chem 106 Introductory General Chemistry II

This course covers chemical equilibrium, thermodynamics, and kinetics at a fundamental level, with an emphasis on in-class problem solving. Gas-phase reactions, heterogeneous (multi-phase) reactions, acid-base reactions, and solubility equilibria are introduced first. Chemical thermodynamics is then taught in its relation to chemical equilibrium. The course finishes with chemical kinetics and rate laws. The content is similar to that of Chem 112A, but advanced applications are omitted to allow for more in-class guided active learning. Prerequisites: two years of high-school math, one year of high-school chemistry or physics, and Chem 105 or Chem 111A, or by permission of the instructors.

Credit 3 units. A&S IQ: NSM, AN BU: SCI

L07 Chem 106P Peer-Led Team-Learning: Introductory General Chemistry II

This is an elective 1-credit course that can only be taken concurrently with Chem 106 Introductory General Chemistry II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Peer-led team learning sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise that process in light of the reasonableness of their results rather than an answer key. Exam is May 10th from 8-10am

Credit 1 unit.

L07 Chem 111A General Chemistry I

Systematic treatment of fundamental chemical principles and their applications. Particular reference to the concept of energy and its uses, gas laws, kinetic molecular theory, atomic and molecular structure, chemical bonding, and the periodic classification of the elements. Prerequisites: two years of high school algebra and one of high school chemistry, or permission of instructor. Exam times TBA.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L07 Chem 112A General Chemistry II

An introduction to the principles of chemical equilibrium and chemical change. Topics include chemical equilibria, acid/base chemistry, and other ionic equilibria, electrochemistry, elementary chemical thermodynamics and kinetics. Three lecture hours and a problem-solving subsection. Prerequisite, Chemistry 111A and prior completion (or concurrent registration in) Math 131 (Calculus I) or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L07 Chem 112P Peer-Led Team-Learning: General Chemistry II

This is an elective 1-credit course that can only be taken concurrently with Chem 112A General Chemistry II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to

enhance understanding. Peer-led team learning sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise that process in light of the reasonableness of their results rather than an answer key.

Credit 1 unit. BU: SCI

L07 Chem 125 Introductory General Chemistry I PB

This course covers the systematic treatment of fundamental chemical principles and their applications. Emphasis is on atomic and molecular theories, laws of chemical combination, periodic classification of the elements, and properties of gases, liquids, solids, and solutions. Prerequisites: Math U20 141 and Math U20 142 or equivalent, one year of high school chemistry, or permission of department. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 105 or Chem 111.

Credit 3 units. BU: SCI

L07 Chem 126 Introductory General Chemistry II PB

Continuation of General Chemistry I. Considers oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: L07-125 or U05-105. Students desiring to satisfy lab science requirements must also enroll in L07-156 or U05-152. This course is restricted to students admitted to the Post-Baccalaureate Premedical program. Others may register with instructor permission, and on a space available basis.

Credit 3 units. BU: SCI

L07 Chem 151 General Chemistry Laboratory I

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 105/111A lecture course.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 152 General Chemistry Laboratory II

Continuation of Chem 151. Topics and experiments complement material covered in Chem 106/112A lecture course.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 155 General Chemistry Laboratory I PB

This course provides an introduction to basic laboratory techniques and the experimental method as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in Chem 125. Prerequisite: Concurrent enrollment in Chem 125 or permission of instructor. The first two lab lectures will be longer than the regular lectures, but without lab session. The lab sessions will convene for the first time beginning with the third class meeting. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College. All other students should enroll in Chem 151.

Credit 2 units. Arch: NSM Art: NSM

L07 Chem 156 General Chemistry Laboratory II PB

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data. Additionally, students obtain direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 126. Prerequisite: Concurrent enrollment in Chem 126 or permission of instructor. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 152.

Credit 2 units.

L07 Chem 181 First-Year Opportunity: Applications in Chemistry

This seminar involves a weekly lecture by a chemistry faculty member or another scientist from academia or industry about their current research activities. The goal is to provide students with a sampling of current research activities dealing with fundamental and applied problems in science and society that are being approached from a chemical point of view. Students will see how fundamental chemical principles can be obtained from experiment and theory and used to both better understand and improve the world in which we live. Each week, a different scientist presents a lecture or offers an additional activity. This course is intended primarily for first-year students who anticipate majoring in science, but interested upperclass students should also find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Credit/no credit only.

Credit 1 unit. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 182 Chemistry for Concerned Citizens: Topics in Energy, the Environment, and More

This course is designed to provide an overview of chemistry as it relates to problems in environmental science, energy and related topics. It is constructed such that all students, irrespective of their major area of study, can learn about chemistry in these contexts. The course is intended to be highly interdisciplinary; therefore, it covers subjects including chemistry, physics, engineering, geology, biology, environmental policy and others.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L07 Chem 183 First-Year Opportunity: Chemistry and Energy

This seminar is intended for first-year undergraduates to learn about the role that chemistry can play in addressing one of the greatest challenges we face: climate change. Chemistry has played a vital role in providing the energy needs of society, and advances in chemistry can help to develop abundant and economically viable energy technologies that do not have adverse consequences on the environment. Chemistry has long been central to the use of fossil fuel, and there remain opportunities to improve the efficiency of fossil energy resources, thereby contributing to lower carbon dioxide emission per unit of energy generated. Chemistry is critical to the development of renewable energy resources, especially solar energy for the generation of electricity and fuels. Material covered will include the challenges associated with meeting the world's increasing energy needs while reducing the emission of carbon dioxide. This class will cover the role of chemistry in energy technologies, including the storage of energy.

Credit 1 unit. A&S: FYO

L07 Chem 225 Introduction to Medicinal Chemistry PB

This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course. Priority given to students enrolled in the Post-Baccalaureate Premedical Program or in University College.

Credit 3 units. BU: SCI

L07 Chem 261 Organic Chemistry I with Lab

This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory will meet on alternate weeks and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 106 or Chem 112 and Chem 152.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 262 Organic Chemistry II with Lab

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and the synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory meets eight times and includes organic synthesis and spectroscopic techniques. Required course for chemistry majors. Prerequisite: Chem 261.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 265 Organic Chemistry I With Lab PB

This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory portion of the course will have eight experiments and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College. All other students should enroll in Chem 261.

Credit 4 units. Arch: NSM Art: NSM BU: SCI

L07 Chem 2651 Organic Chemistry I PB (Lecture Only)

This is the lecture-only version of the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College.

Credit 3 units. Arch: NSM Art: NSM BU: SCI

L07 Chem 266 Organic Chemistry II w/ Lab PB

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory meets eight times and includes organic synthesis and spectroscopic techniques. Prerequisite: Chem 265. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 262.

Credit 4 units. BU: SCI

L07 Chem 2661 Organic Chemistry II PB (Lecture Only)

This course is the lecture-only version of Chem 266, covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and synthetic applications of organic reactions and on the organic chemistry of biological compounds. Prerequisites: Chem 265 or Chem 2651. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College.

Credit 3 units. BU: SCI

L07 Chem 290 First-Year and Sophomore Research

This course presents an introduction to research for first- and second-year students. Students are mentored by a faculty advisor. Prerequisite: Permission of the sponsor and the Department of Chemistry. Credit/no credit only.

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 299 Chemical Laboratory Safety

This course presents an overview of current laboratory safety, regulatory, and compliance practices. Safety and compliance issues that impact chemical, biological, and materials research will be covered.

Credit 0.5 units. A&S IQ: NSM Art: NSM

L07 Chem 358 Organic Chemistry Laboratory II

Initially, problem solving in organic chemistry is emphasized through an introduction to the methods of qualitative and organic analysis, including the use of chromatographic and spectroscopic techniques. Each student then selects an independent synthetic project to perform. Prerequisite: Chem 262. Six laboratory hours per week. Lectures held three hours a week for the first half of the semester.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L07 Chem 400 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unwieldy idealizations and contrivances found in textbooks. Prerequisites: General Chemistry and/or Physics, and prior or concurrent enrollment in either Chem 401 or Phys 217. The lectures will be in-person however a complete set of taped lectures will also be available. A remote help session will be scheduled at a mutually agreed to time. There are no quizzes, exams or a final.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 401 Physical Chemistry I

Introduction to quantum chemistry with applications to elementary spectroscopy and computational chemistry. Prerequisites: General Chem, concurrent enrollment in Chem 401, and prior or concurrent enrollment in General Physics. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 402 Physical Chemistry II

This course presents an introduction to chemical thermodynamics, statistical mechanics, and transport phenomena, and it is a required course for all Chemistry majors. Prerequisites: Chem 111A-112A, Chem 401, and Math 233; or permission of instructor. Prior completion of Physics 191-192 is strongly encouraged, but prior completion of Physics 191 and concurrent enrollment in Physics 192 will be accepted. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 403 Chemical Kinetics

This lecture course will provide an introduction to the kinetics of chemical reactions for graduate and upper-level undergraduate science and engineering students. Bulk and molecular-level considerations will be discussed and provide a foundation for the understanding of chemical reaction mechanisms and the techniques used for their study. Students will gain an understanding of the importance and significance of the rate laws of reactions and in particular the reaction rate constant. Details of how the environment in which reactions occur (i.e., gas phase, solution phase, and surface reactions) and molecular structure are reflected in the rate constant will be discussed. Examples such as catalytic loss cycles in the atmosphere, enzyme catalysis, combustion systems, chain reactions, and explosions are presented in detail to illustrate how the fundamental principles of chemical kinetics can be applied to predict reaction rates, chemical reactivity, and the outcomes of particular processes. Prerequisites: General Chem 111A-112A, concurrent enrollment in Chem 401, and/or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 426 Inorganic Electrochemistry and Photochemistry

An understanding of electrochemical processes is critical in describing the behavior of batteries, fuel cells, and other important devices used in energy conversion and environmental remediation. This course will cover modern inorganic electrochemistry, photochemistry, and photoelectrochemistry from a microscopic perspective of solid-electrolyte interfaces. The course material will start with the thermodynamics of solid-electrolyte interfaces and the kinetics of electron transfer across these interfaces. Electroanalytical techniques, including cyclic voltammetry and potential-step experiments, will be described to understand the mechanism of electrochemical and photochemical reactions. Lectures will include applications of electrochemical cells in catalysis, materials synthesis, and solar-fuel generation. Prerequisites: Chem 461 or Chem 465 or consent of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 430 Simulation in Chemistry and Biochemistry

This course explores a wide range molecular modeling techniques and applications of computational chemistry to problems in chemistry and biochemistry. Topics include ab initio quantum mechanics, semi-empirical MO theory, molecular mechanics, molecular dynamics simulation, coarse-grained models, electrostatic methods and biomolecular structure prediction. A major component of the course is weekly laboratory sessions using common software programs in the field, including Spartan, Q-Chem, Gaussian, VMD, TINKER, APBS, AutoDock, SDA7 and others. Many of the lab exercises target proteins, nucleic acids and other biological structures. As a final lab experience, students complete an independent project using tools covered in the course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 435 Nuclear and Radiochemistry Lab

Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. One lecture hour and five hours of laboratory a week.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 436 Introduction to the Atomic Nucleus

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics and physics.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 445 Instrumental Methods: Physical Chemistry

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L07 Chem 451 Organic Chemistry III

A lecture course that builds on the material in Chem 261 and Chem 262, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry and biology majors. Prerequisite: Chem 262.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 452 Synthetic Polymer Chemistry

This course that describes various methods for the synthesis and characterization of polymers. Copolymers, control of architecture, polymer reactivity, polymer properties, structure/property relationships, and applications of polymers will be discussed. Current topics of interest from the recent literature will also be covered. Prerequisite: Chem 262 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 453 Bioorganic Chemistry

This course presents a molecule-centered perspective on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from the perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. Thus, Chem 262 (Organic Chemistry 2) is a mandatory prerequisite for this course. A working knowledge of protein structure and function is helpful. Students are encouraged (but not required) to take Chem 481 (General Biochemistry 1) and/or Chem 482 (General Biochemistry 2) in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 453W Bioorganic Chemistry

A molecule-centered perspective is presented on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from a perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. Thus, Chem 262 (Organic Chemistry 2) is a mandatory prerequisite for this course. A working knowledge of protein structure and function is helpful. Students are encouraged but not required to take Chem 481 (General Biochemistry 1) and/or Chem 482 (General Biochemistry 2) in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class. This course satisfies the Writing Intensive requirement.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L07 Chem 458 Chemical Reaction Mechanism Journal Club

This seminar meets for one hour each week. During the meetings, student participants are responsible for presenting topics from the current literature. The format of the presentation varies from informal talks to student-authored problem sets. Attendance at meetings is strongly recommended for all students who are currently taking the organic cumulative examinations. Prerequisite: Chem 262.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 459 Organometallic Chemistry

Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy and reactivity. Prerequisite: Chem 252.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 460 Organic & Inorganic Reaction Mechanisms

This course covers the fundamentals of the study of the mechanisms of reactions of organic, organometallic, and inorganic molecular compounds, primarily in the solution phase, and it surveys examples through case studies. A basic knowledge of organic chemistry is assumed. Prerequisites: Grade of B- or better Chem 261 and Chem 262 or the equivalent.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 461 Inorganic Chemistry

This course explores atomistic structure, spectroscopy as well as electronic states by probing energy levels and delving into bonding and structure-property relationships extant in inorganic coordination complexes. Moreover, the inorganic curriculum introduces students to the world of symmetry and emphasizes group theory as powerful tool for understanding spectroscopy and predicting bonding. Underpinning our discussions are Lewis Dot, VSEPR as well as Valence Bond, Molecular Orbital, Crystal Field and Ligand Field Theories. The conceptual models addressed in Chem 461 provide students with a fundamental basis for discussing geometry of inorganic species, orbitals involved in interactions and bond characteristics. Chem 461 serves a pedagogical platform for understanding reactivity across the periodic table that teaches students how to pinpoint frontier orbitals and substitution mechanisms responsible for the formation of inorganic complexes. Prerequisites: Chem 111A or Chem 105 (required); Chem 112A or Chem 106 (recommended); or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 462 Synthetic Polymer Chemistry Laboratory

Chem 462 is an upper-level undergraduate and graduate level laboratory course that complements Chem 452 Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. Prerequisite or Concurrent: Chem 452 or permission from instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 462W Synthetic Polymer Chemistry Laboratory -- Writing Intensive

Chem 462W is an upper-level undergraduate and graduate level laboratory course that complements Chem 452, Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. Prerequisite or Corequisite: Chem 452 or permission of instructor. This course satisfies the writing-intensive requirement.

Credit 3 units. A&S IQ: NSM, WI BU: SCI

L07 Chem 464 Inorganic Biochemistry

A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry and spectroscopy, topics include: electron transfer systems; oxygen transport and activation; metal ion acquisition, transport and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisites: Chem 252; Chem 461 recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 465 Solid-State and Materials Chemistry

The course begins with basic crystallography and common inorganic structure types. With the aid of computer modeling, students learn to analyze, index and refine X-ray powder-diffraction data. Students are then taught to use phase diagrams to assess the compositions and microstructures of materials produced by various synthetic or processing methods. Crystal nucleation and growth, defects, and ion-conduction mechanisms also are introduced. The course concludes with an analysis of the mechanical properties of materials from a chemistry perspective. What makes some materials strong, stiff and resistant to fracture? Prerequisites: Chem 111A-Chem 112A.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 470 Inorganic Chemistry Laboratory

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prerequisite: Chem 461 or permission of instructor. A Writing Intensive option is available with the permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 470W Inorganic Chemistry Laboratory — Writing Intensive

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prerequisite: Chem 461 or permission of instructor. This course satisfies the Writing Intensive requirement.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L07 Chem 475 Chemical Biology

This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers; computational methods and bioinformatics; tools for chemical biology; and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prerequisites: Chem 262 and Biol 2970, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 481 General Biochemistry I

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation, and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 482 General Biochemistry II

This course is a continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism; signal transduction; transport across membranes; DNA replication and repair; transcription and translation; molecular motors; mechanisms of drug action; and natural products biosynthesis. Prerequisite: Chem 481 or Biol 481.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 483 Protein Biochemistry

The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 485 Nucleic Acids

This course presents the structure, synthesis, properties, and interactions of nucleic acids and the design and synthesis of nucleic acid-based and/or targeted drugs, probes, and tools. Topics include primary, secondary, and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug, and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage; DNA repair of mutagenesis; and the design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisites: Chem 261 and Chem 262 or equivalents.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 488 Modern Spectroscopy

This course focuses on the fundamental principles and methodologies associated with numerous optical spectroscopy techniques that are commonly utilized in physical and life sciences research laboratories. In order to develop a solid understanding of the material as well as best practices, and the strengths and limitations of the techniques, this course combines

lectures with laboratory experiments. Students also learn how to analyze and interpret data and succinctly describe their results. During one lecture each week the underlying principles of a specific type of spectroscopy are presented. The second lecture each week is spent covering the general details of the instrumentation and methods for acquiring spectra on different types of samples. The students then acquire spectra using the spectroscopic methods presented during the laboratory session. The students independently analyze the data and write brief reports of their findings. During the last two weeks of class, pairs of students are given an unknown, and they need to identify and characterize the sample. Students then write and submit a final report describing this independent research and their findings. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L07 Chem 490 Introduction to Research

Third- and fourth-year students register for this course to perform research on a selected topic in chemistry. A student planning to register for Chem 490 with a Department of Chemistry research mentor should obtain approval from that faculty member before registering, but a formal proposal is not required. For research experiences with mentors outside of the chemistry department, the student must submit the Chem 490 Project Proposal Form, which identifies the faculty mentor and includes a short description of the proposed chemical research. The form is available on the chemistry department website and should be submitted to the director of undergraduate studies in the chemistry department for approval. Credit/no credit only. Credit variable, maximum 6 units. A&S IQ: NSM

L07 Chem 495 Advanced Undergraduate Research in Chemistry

Registration for this course allows for advanced research mentored by a Department of Chemistry faculty member. Chemical research with a faculty member outside of the chemistry department may be allowed with prior approval. At the end of the semester, the mentor will chair a faculty committee to evaluate an oral presentation by the student, and a letter grade will be assigned. A concise written report may also be requested by the mentor or committee in addition to the oral examination. Before registration can be allowed, the student must fill out the Chem 495 Application Form, available on the chemistry department website, and submit it to the director of undergraduate studies. This form, which is required for all Chem 495 registrants, includes a short description of the proposed research and a list of the committee members. This course may provide a Capstone Experience, but it does not fulfill the Writing Intensive requirement. The units earned may be applied as elective advanced credits toward a chemistry major with Latin honors eligibility. The course may be taken only once for credit. Prerequisite: Chem 490 and/or other advanced electives or research experience as specified by the mentor. Credit 3 units. A&S IQ: NSM

L07 Chem 500 Independent Work

Independent mentored work in Chemistry, such as (but not limited to) a detailed literature search and report on a topic of current interest. Prerequisite: Permission of the faculty mentor. Credit variable, maximum 6 units.

L07 Chem 510 Chemical Dynamics of Biological Pathways

This course will provide a highly advanced evaluation of cellular metabolism. The course will interrogate metabolic pathways and associated enzymatic mechanisms by tracking stable isotope labeling patterns as measured by liquid chromatography/mass spectrometry. The course will not contain any background treatment of mass spectrometry or basic metabolism. To be enrolled, students must already have an in-depth understanding of these topics. Major objectives of the course are: (1) to learn how to use labeling patterns qualitatively to understand chemical mechanisms at the arrow-pushing level as well as metabolic regulation, (2) to learn metabolic flux analysis, (3) to understand the complex metabolic interactions between cells and organs, and (4) to understand how metabolic reprogramming of specific cell types supports physiologic coordination at the organismal level. Pre-reqs: Chem 482 (Biol 4820) AND permission of instructor, Chem 550. Credit 3 units.

L07 Chem 5147 Contrast Agents for Biological Imaging

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. Prereqs: one year of general chemistry, one semester of organic chemistry. Same as L41 Biol 5147. Credit 3 units.

L07 Chem 515 Biological Chemistry Seminar

This course is required for all graduate students following the biological chemistry track. The course will consist of tutorials for first year graduate students and research presentations by second year students. Prerequisites: enrollment in the biological chemistry track or permission of the instructor. Credit 1 unit.

L07 Chem 520 Nucleic Acid Chemistry

Structure, synthesis, properties, and interactions of nucleic acids, and the design and synthesis of nucleic acid-based and/or targeted drugs, probes and tools. Topics: primary, secondary, and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage, DNA repair of mutagenesis; design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisite, Chem 251 and Chem 252 or equivalent). Credit 3 units.

L07 Chem 533 Time-Dependent Quantum Mechanics & Spectroscopy

This graduate-level course lays the foundations of time-dependent quantum mechanics and applications to contemporary optical spectroscopies, particularly ultrafast techniques. Formal theoretical descriptions for nonlinear spectroscopic techniques including transient absorption, photon echo, and two-dimensional spectroscopies will be developed.

Practical aspects of these experiments including modern laser systems, instrument design, data collection, data processing, and data analysis will also be discussed. Discussion of current literature in the field will be an important component of the course. Prerequisite courses: Chem 401 or permission from the instructor.

Credit 3 units.

L07 Chem 536 Radiochemistry for the Life Sciences

This course will provide an introduction to nuclear science (e.g. radioactive decay, nuclear stability, interactions of radiation with matter) and followed by an overview of how radiochemistry is used in the life sciences. Lectures on radiolabeling chemistry with radionuclides used in medical imaging (single photon emission computed tomography (SPECT) and positron emission tomography (PET) and their applications will be presented. In addition, lectures on radiochemistry with tritium (H-3) and C-14 will also be included. Additional applications include environmental radiochemistry as applied to nuclear waste disposal and biofuels.

Credit 2 units.

L07 Chem 540 Inorganic/Organometallic Chemistry Seminar

Students present informal seminars on topics of current interest from the chemical literature or from their own dissertation research.

Credit 1 unit.

L07 Chem 541 Advanced Inorganic Chemistry

Study of physical inorganic concepts with an emphasis on modern experimental methods applied to inorganic and bioinorganic systems. The spectral and magnetic properties of inorganic and bioinorganic compounds will be discussed. Topics in group theory will be covered, including symmetry of molecules and ions, the application of group theory in molecular structure determination, chemical bond theory and spectroscopy for inorganic materials as molecular species and in crystal lattices. Prerequisite: Chem 461, or consent of instructor.

Credit 3 units.

L07 Chem 542 Special Topics in Inorganic Chemistry

This course focuses on an important current topic in inorganic chemistry. Open to undergraduates with permission of the instructor. Chemistry 461 recommended.

Credit 3 units.

L07 Chem 543 Physical Properties of Quantum Nanostructures

This course will explore the physical properties of semiconductor nanomaterials with dimensions that are small enough to give rise to quantum-confinement effects. These effects strongly influence the electronic structures, absorption/emission behavior, and charge-carrier dynamics within quantum wells, rods, wires, dots, and nanotubes. The course begins with an overview of the electronic structure of bulk semiconductors. The theoretical and experimental bases for quantum-confinement effects, which are of considerable fundamental and applied interest, will then be developed. A significant emphasis will be placed on the optical absorption and photoluminescence properties of semiconductor quantum nanostructures. Recent advances and observations as reported in the literature will be emphasized throughout the semester. Prerequisites: Chem 461 and Chem 465, or permission of the instructor. While the course

is steered to graduate students in the Chemistry Department, Chemistry undergraduate students, graduate or undergraduate students in Physics, Electrical & Systems Engineering, Energy, Environmental & Chemical Engineering, Mechanical Engineering & Materials Science may also find this course valuable.

Credit 3 units.

L07 Chem 550 Mass Spectrometry

The first focus of the course is an overview of the subject and its history. The second covers the fundamentals of ionization to produce molecular ions. Ionization methods include electron ionization, chemical ionization, electrospray, and matrix-assisted laser desorption. Thermodynamic principles of ionization including ionization energies, proton affinities, and gas-phase acidities provide a fundamental basis for ionization. The third major focus is interpretation of EI and product-ion spectra from MS/MS. Mechanisms of gas-phase ion decomposition reactions, rates and thermodynamics of gas-phase ion processes, and ion-molecule reactions are discussed in terms of interpreting spectra. A major emphasis is the spectra of peptides and proteins, providing a basis for the field of proteomics and related "omics" areas. The fourth focus is the fundamentals of instrumentation design and implementation: quadrupole, time-of-flight, ion trap, orbitraps, and Fourier transform instruments. Combined or hyphenated GC/MS, LC/MS, and tandem mass spectrometry are also discussed. Applications in a variety of areas are worked in as the course progresses: structure determination of synthetic, natural products, metabolites, and biomolecules, exact mass measurements (high resolution MS), peptide and protein and other biomolecule sequencing, sensitive detection, trace analysis, and mixture analysis. Prerequisite: Chem 252 or permission of instructor.

Credit 3 units.

L07 Chem 551 Mechanistic Organic Chemistry

The first half of a sequence of two semesters, followed by Chem 554 in the Spring, encompassing important topics in physical organic chemistry. The first semester is devoted to the fundamental concepts of mechanistic organic chemistry. The major classes of organic reactions are surveyed from a mechanistic perspective. Prerequisite: Chem. 262 or permission of the instructor.

Credit 3 units.

L07 Chem 552 Synthetic Methods

A lecture course presenting a detailed survey of synthetically useful reactions of carbonyl compounds and their derivatives, with particular attention to their stereoselectivity aspects and asymmetric methodology. The course is intended to provide the necessary background for more advanced work in organic synthesis.

Credit 3 units.

L07 Chem 554 Molecular Orbital Theory

Lectures will cover the background, practice and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation will be presented, from molecular mechanics calculations and Hückel molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course.

Credit 3 units.

L07 Chem 555 Special Topics in Organic Chemistry

This course focuses on an important current topic in organic chemistry. Open to undergraduates with the permission of the instructor.

Credit 3 units.

L07 Chem 557 Advanced Organic Synthesis

A course focusing on newer synthetic strategies used in the construction of complex organic molecules, particularly in the natural products area. Included are in-depth analyses of advances in several areas of synthetic methodology bearing on the development of strategies for control of chemo-, regio-, enantio-, and diastereo-selectivity. Prerequisite, Chem 451, or permission of the instructor.

Credit 3 units.

L07 Chem 558 Spectral Methods in Organic Chemistry

A detailed treatment of the structure and stereochemistry of organic compounds with particular emphasis on ultraviolet, visible, infrared, nuclear magnetic resonance, and mass spectroscopic techniques for structure determination.

Credit 3 units.

L07 Chem 559 Organic Chemistry Seminar

The organic chemistry graduate students enrolled will each present one seminar on a topic of current interest in the literature.

Credit 1 unit.

L07 Chem 562 Statistical Thermodynamics

Statistical mechanical methods will be used to characterize equilibrium and non-equilibrium thermodynamic systems. Computer programming assignments are given. An initial familiarity with ideal equilibrium systems will be assumed. Prerequisite Chem 401 or its equivalent or permission of the instructor.

Credit 3 units.

L07 Chem 571 Quantum Chemistry and Spectra

This course covers the development and application of quantum mechanics as applied to molecular structure and properties. Material to be discussed will include the fundamentals of quantum mechanics; representations; matrix formalisms; applications to model systems; perturbation theory; variational methods; many-electron wavefunctions; Hartree-Fock theory and post-Hartree Fock methods; density functional theory; additional topics and applications. Prereq: Chem 401.

Credit 3 units.

L07 Chem 5721 Quantum Chemistry in Practice

A spectrum of modern computational tools -- from semiempirical, self-consistent field theory, and density functional theory one-electron pictures to perturbative and simulation many-electron pictures -- will be used to determine potential energy surfaces, spectroscopic cross-sections, and oxidation-reduction energetics.

Credit 3 units.

L07 Chem 576 Magnetic Resonance

Quantum mechanical and classical aspects of paramagnetism and of nuclear and electronic magnetic resonance.

Phenomenological equations of motion, spin interactions, spin temperature, thermal relaxation, dynamic polarization, multiple resonance phenomena.

Credit 3 units.

L07 Chem 5762 Electron Spin Resonance

Principles of magnetic resonance of paramagnetic species, structure and dynamics of organic free radicals and transition metal ions in the condensed phase. Detection of transient paramagnetic species generated in photochemical reactions and photo physical processes. Prereq, Chem 401.

Credit 3 units.

L07 Chem 578 Nuclear Magnetic Resonance Spectroscopy

A course dealing with the quantum and classical description of the nuclear magnetic resonance of an isolated system of two spin-1/2 nuclei. The design of pulsed NMR spectrometers and the Fourier analysis of time-dependent observable magnetization in 1 and 2 dimensions are treated in detail, NMR relaxation in liquids and solids is included phenomenologically. Prerequisite: Physical Chemistry or permission of the instructor.

Credit 3 units.

L07 Chem 580 Special Topics in Physical Chemistry: NMR for Biological Solids

The course will cover theoretical and practical aspects of nuclear magnetic resonance (NMR) spectroscopy. Specific focus will be given to solid-state NMR and its application for studying amorphous biological solids, including how solid-state NMR can complement other biochemical and biophysical approaches. Prerequisites: undergraduate-level course in quantum mechanics (Chem 401)

Credit 3 units.

L07 Chem 581 Advanced Quantum Chemistry

A study of the theory and methods of quantum mechanics, with applications to problems of chemical interest. Prerequisite, Chem 571 or permission of the instructor.

Credit 3 units.

L07 Chem 584 Molecular Spectroscopy

Principles of molecular spectroscopy, molecular rotations, vibrations and electronic transitions. Structural and dynamic aspects of molecules in the condensed phase. Recent topics in experimental spectroscopy. Prerequisite, Chemistry 571.

Credit 3 units.

L07 Chem 585 Molecular Reaction Dynamics

This course addresses the question, "what happens in a chemical reaction?" at the atomic/molecular level. Topics: Non-reactive and reactive molecular collisions, scattering and resonances, unimolecular and bimolecular reactions, potential energy surfaces, reaction rate calculations and models, state to state experiments and stereodynamics, energy transfer mechanisms, time resolved and frequency resolved dynamics, condensed phase dynamics, control of chemical reactions.

Requirements: Chem 401 is a pre-requisite and prior completion or current registration in Chem 402 is required. However, equivalent courses will be considered at the discretion of the instructor.

Credit 3 units.

L07 Chem 586 Commercialization of Science and Technology

Commercialization of Science and Technology is an interdisciplinary course that investigates the issues and decisions that inventor/scientists, engineers, and entrepreneurs encounter when taking early stage scientific discoveries from the laboratory to applied use. The course employs case studies, invited speakers, and team projects to engage graduate and professional students in interdisciplinary collaboration, idea generation and the feasibility of applying scientific discoveries in commercial marketplaces. Participants learn about the basics of commercialization and entrepreneurship and how these relate to their personal goals and scientific interests. The course is ideal for anyone interested in working as an academic, chief scientist, entrepreneur, manager, consultant, or investor.

Same as L31 Physics 586

Credit 3 units.

L07 Chem 599 Chemical Laboratory Safety

An overview of current laboratory safety, regulatory, and compliance practices. Safety and compliance issues that impact chemical, biological, and materials research will be covered. Required for entering chemistry graduate students.

Credit 0.5 units.

Children's Studies

In the children's studies minor, students learn about children and childhood while drawing on the expertise of departments and programs from across Arts & Sciences, especially the departments of Education, English, and Psychological & Brain Sciences. Children's studies minors will develop a sophisticated interdisciplinary understanding of childhood and the issues surrounding the treatment and status of children throughout history. The minor combines social science courses that measure and analyze how children mature and how institutions have affected children with courses in the humanities that examine how children are portrayed and constructed in art, literature and film. Thus, a minor in children's studies will supplement students' majors while exposing them to an interconnected set of ideas about children as objects and subjects in a variety of essential disciplines. The minor in children's studies is housed in the Washington University Center for the Humanities.

Contact: Wendy Love Anderson
Phone: 314-935-9523
Email: andersonwl@wustl.edu
Website: <https://humanities.wustl.edu/childrens-studies-minor>

Faculty

Co-Directors

Amy Pawl (<https://english.wustl.edu/people/amy-pawl/>)

Teaching Professor

PhD, University of California, Berkeley

(English)

Desirée White (<https://psych.wustl.edu/people/desiree-white/>)

Professor

PhD, Washington University

(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

Academic Coordinator

Wendy Love Anderson (<https://humanities.wustl.edu/people/wendy-love-anderson/>)

Assistant Director of Academic Programs

PhD, University of Chicago

(Center for the Humanities)

Faculty Advisory Board

Gerald L. Early (<https://english.wustl.edu/people/gerald-early/>)

Merle Kling Professor of Modern Letters

PhD, Cornell University

(English; African and African-American Studies)

Trish Kohl (<http://brownschool.wustl.edu/Faculty/FullTime/Pages/PatriciaKohl.aspx>)

Associate Professor

PhD, University of North Carolina at Chapel Hill

(George Warren Brown School of Social Work)

Joan Luby (<https://eedp.wustl.edu/about/people/>)

Samuel and Mae S. Ludwig Professor of Child Psychiatry

MD, Wayne State University

(School of Medicine; Director, Early Emotional Development Program)

Lori Markson (<https://psych.wustl.edu/people/lori-markson/>)

Professor

PhD, University of Arizona

(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

Majors

Children's studies is an interdepartmental minor; Washington University does not offer a separate major in children's studies.

Minors

The Minor in Children's Studies

Total units required: 16

Required courses (4 units):

Code	Title	Units
ChSt 300	Interdisciplinary Introduction to Children's Studies	3
ChSt 499	Senior Seminar in Children's Studies	1

Core courses (6 units from the following*):

Code	Title	Units
ChSt 301C	The American School	3
ChSt 313B	Education, Childhood, Adolescence and Society	3
ChSt 318	Topics in American Literature: (when taught as "The Cultural History of the American Teenager")	3
ChSt 321	Developmental Psychology	3
ChSt 325	Psychology of Adolescence	3
ChSt 334	A History of the Golden Age of Children's Literature	3

* For students matriculating Fall 2022 and later, the two core courses must come from two different home departments. Both 301C and 313B are Education courses; 318 and 334 are English courses; and 321 and 325 are Psychological & Brain Sciences courses. Minors entering before Fall 2022 are encouraged but not required to follow this requirement.

Note: The Children's Studies minor will allow minors to substitute an elective course in Children's Studies for a core course that the student has taken but needs to count toward a different major or minor (e.g., ChSt 321 Developmental Psychology for a Psychological & Brain Sciences major). The number of independent credits required for the Children's Studies minor remains the same, but minors in this situation have more choices for those 3 credits.

6 additional units from either the core list or from elective courses, including but not limited to the following:

Code	Title	Units
ARCH 316F	Re-Discover the Child	3
ChSt 114	First-Year Seminar: Childhood in Greek Antiquity	3
ChSt 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
ChSt 219	The Infant Mind: Sophomore Seminar	3
ChSt 251	Juvenile Justice in the Black Experience	3
ChSt 304	Educational Psychology	3
ChSt 316W	Topics in American Literature: Girls' Fiction	3

ChSt 3221	Girls' Media and Popular Culture	3
ChSt 3254	African Americans and Children's Literature	3
ChSt 3270	Comics, Graphic Novels, and Sequential Art	3
ChSt 331	Topics in Holocaust Studies: Children in the Shadow of the Swastika	3
ChSt 341	Children and Childhood in World Religions	3
ChSt 342	Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World	3
ChSt 344	Children's Television	3
ChSt 354	No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States	3
ChSt 3620	Anthropological Perspectives on the Fetus	3
ChSt 381	Banned Books	3
ChSt 389	Topics in Comparative Literature	3
ChSt 400	Independent Work in Children's Studies (up to 3 credits)	max 3
ChSt 4036	Children of Immigrants: Identity and Acculturation	3
ChSt 4046	Developmental Neuropsychology	3
ChSt 4280	History of Urban Schooling in the United States	3
ChSt 4289	Neighborhoods, Schools, and Social Inequality	3
ChSt 453B	Sociology of Education	3
ChSt 4591	The Development of Social Cognition	3
ChSt 4608	The Education of Black Children and Youth in the United States	3
ChSt 461B	Construction and Experience of Black Adolescence	3
ChSt 471	Topics in Japanese Culture: Reminiscences of Childhood and Youth	3
ChSt 481W	History of Education in the United States	3

Additional Information

A more up-to-date list of approved electives is located on the Children's Studies Minor website (<https://humanities.wustl.edu/childrens-studies-minor/>). Courses not on that list may be used to fulfill the requirements of the minor only if they have been approved by the student's minor advisor and/or by the academic coordinator.

A maximum of 3 units of course work completed at another university, whether in the United States or abroad, may be applied toward the children's studies minor. Credit will be awarded only for those courses that have been approved by the student's minor advisor or by the academic coordinator.

Courses

Visit online course listings to view semester offerings for L66 ChSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L66&crslvl=1:5>).

L66 ChSt 114 First-Year Seminar: Childhood in Greek Antiquity

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.

Same as L08 Classics 114

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, and developmental agencies, and we will learn about examples of Muslim youth movements and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only.

Same as L90 AFAS 178

Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

L66 ChSt 251 Juvenile Justice in the Black Experience

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece

(the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 299 Internship in Children's Studies

This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children's Studies. Enrollment is restricted to children's studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson by email (andersonwl@wustl.edu) or phone: 314-935-9523.

Credit variable, maximum 3 units.

L66 ChSt 300 Interdisciplinary Introduction to Children's Studies

What is childhood? Is it supposed to be happy? And what can children's books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children's studies, including readings in the history and literature of global childhood, excerpts from children's films and TV, visits from Wash U. faculty studying children across various disciplines, and real or virtual field trips to a children's museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Contrasts requirement in Arts & Sciences.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 301C The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.

Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L66 ChSt 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which

motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Same as L12 Educ 304
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 313B Education, Childhood, Adolescence and Society

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. Same as L12 Educ 313B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3140 Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Same as L12 Educ 314
Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L66 ChSt 316W Topics in American Literature: Girls' Fiction

Topic varies. Writing intensive. Same as L14 E Lit 316W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 318 Topics in American Literature:

Same as L14 E Lit 318
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 321 Developmental Psychology

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B. Same as L33 Psych 321
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3221 Girls' Media and Popular Culture

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture — how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood. Same as L77 WGSS 3221
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 325 Psychology of Adolescence

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B. Same as L33 Psych 325
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3270 Comics, Graphic Novels, and Sequential Art

This course traces the evolution of comics in America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have

constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Same as L98 AMCS 3270

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. *Open to freshmen. Students must enroll in both main section and a discussion section.*

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L66 ChSt 334 A History of the Golden Age of Children's Literature

A comprehensive survey of the major works for children written during this period.

Same as L14 E Lit 334

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 336 The Cultural History of the American Teenager

This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 50 years? We will begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings will include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Credit 3 units.

L66 ChSt 341 Children and Childhood in World Religions

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L66 ChSt 342 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L66 ChSt 344 Children's Television

How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible?

Same as L53 Film 344

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 354 No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States

If boys and girls go to school together, why do we find so much sex-segregated extracurricular programming in the United States? Are there benefits? This course seeks to answer these questions by exploring the history of girlhood and girls' programming in the United States in the 19th and 20th centuries.

We will explore the movement of girls' organizations from developing out of girls' exclusion from boys' clubs to a gradual emphasis on "empowering" girls. A critical examination of gender, sexuality, race and class will inform course discussions. Same as L77 WGSS 354
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3620 Anthropological Perspectives on the Fetus

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.
Same as L48 Anthro 3620
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 381 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.
Same as L14 E Lit 381
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L66 ChSt 389 Topics in Comparative Literature

Same as L16 Comp Lit 389
Credit 3 units. A&S IQ: LCD Art: HUM BU: HUM EN: H

L66 ChSt 400 Independent Work in Children's Studies

This course provides credit for children's studies minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.
Credit variable, maximum 3 units.

L66 ChSt 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 GS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 4046 Developmental Neuropsychology

Discussion will focus on early development and the disorders that affect the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared Psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.
Same as L33 Psych 4046
Credit 3 units. A&S IQ: NSM, WI Art: NSM

L66 ChSt 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.
Same as L12 Educ 4280
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L66 ChSt 4289 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci.
Same as L12 Educ 4289
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 453B Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Same as L12 Educ 453B

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L66 ChSt 4591 The Development of Social Cognition

This course will explore what is known about the development of social cognition. Our starting point will be infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners, and learning from those around us. We will consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we will cover one topic and a related set of readings. Class meetings will be devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion, and will give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or 321 or 360.

Same as L33 Psych 4591

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L66 ChSt 4607 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Same as L12 Educ 4607

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L66 ChSt 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.

Same as L12 Educ 4608

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L66 ChSt 461B Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral

sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

L66 ChSt 471 Topics in Japanese Culture: Reminiscences of Childhood and Youth

A topics course on Japanese culture; topics vary by semester.

Same as L03 East Asia 471

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L66 ChSt 481W History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Note About Enrollment: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12 to 15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L66 ChSt 499 Senior Seminar in Children's Studies

The children's studies minor brings together a range of disciplinary and methodological approaches to the study of children and childhood. In this 1-credit seminar, meeting for five three-hour evening sessions, junior and senior children's studies minors will discuss a series of interdisciplinary readings about the past and future of children's studies as a field, reflect on their own pasts and futures in the children's studies minor, and create and present portfolios of their minor experience. This course is a capstone experience for the minor in children's studies. Prerequisite: junior or senior standing and a minor in children's studies.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H

Chinese

The Department of East Asian Languages and Cultures (EALC) offers a major and minor in East Asian Languages and Cultures that allows cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus in one of our three linguistic and cultural traditions — Chinese, Japanese, and Korean — or to explore different traditions and societies by

taking courses in multiple regions. Our major opens up career opportunities in diplomacy, business, law, journalism, and higher education, in addition to providing preparation for further study in the relevant languages and cultures. The major entails advanced training in the chosen language and a sound background in the respective literature and culture. Students are encouraged to enhance their cultural knowledge by enrolling in relevant courses offered through other departments and programs such as Anthropology, Art History, Film and Media Studies, History, Global Studies, Performing Arts, and Religious Studies.

For information about the major, please visit the EALC Majors page (p. 508).

For information about the minor, please visit the EALC Minors page (p. 509).

Language Placement: Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first year of instruction. Students who test into second-year Chinese and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for those testing into second year and 6 units for those testing into third year or above. Please note that students with native language proficiency as determined by the Chinese language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

Phone: 314-935-4448
Email: ealc@wustl.edu
Website: <http://ealc.wustl.edu>

Faculty

Chair

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
PhD, Columbia University

Professors

Rebecca Copeland (<http://ealc.wustl.edu/people/rebecca-copeland/>)
PhD, Columbia University

Marvin H. Marcus (<http://ealc.wustl.edu/people/marvin-marcus/>)
PhD, University of Michigan

Associate Professors

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)
PhD, Harvard University

Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)
PhD, Johns Hopkins University

Jamie Newhard (<http://ealc.wustl.edu/people/jamie-newhard/>)
PhD, Columbia University

Assistant Professors

Jianqing Chen (<https://ealc.wustl.edu/people/jianqing-chen/>)
PhD, University of California, Berkeley

Hyeok Hweon Kang (<https://ealc.wustl.edu/people/hyeok-hweon-kang/>)
PhD, Harvard University

Teaching Professors

Mijeong Mimi Kim (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)
EdD, University of San Francisco

Xia Liang (<https://ealc.wustl.edu/people/xia-liang/>)
MA, Beijing Normal University

Senior Lecturers

Wenhui Chen (<https://ealc.wustl.edu/people/wenhui-chen/>)
MA, National Taiwan Normal University

Ke Nie (<https://ealc.wustl.edu/people/ke-nie/>)
MA, Capital Normal University

Wei Wang (<https://ealc.wustl.edu/people/wei-wang/>)
PhD, Washington University in St. Louis

Lecturers

Hea-Young Chun (<https://ealc.wustl.edu/people/hea-young-chun/>)
MA, Seoul National University

Megumi Iida (<https://ealc.wustl.edu/people/megumi-iida/>)
MA, University of Arizona

Taewoong Kim (<http://ealc.wustl.edu/people/taewoong-kim/>)
PhD, The University of Oklahoma

Jiyeon Lee (<https://ealc.wustl.edu/people/jiyeon-lee/>)
MA, University of Oregon, Eugene

Zihan Qin (<http://ealc.wustl.edu/people/zihan-qin/>)
MA, University of Iowa

Kaho Sakaue (<https://ealc.wustl.edu/people/kaho-sakaue/>)
MA, Purdue University

Jingyi Wang (<http://ealc.wustl.edu/people/jingyi-wang/>)
MA, Capital Normal University

Mano Yasuda (<https://ealc.wustl.edu/people/mano-yasuda/>)
PhD, The University of Oklahoma

Professors Emeriti

Beata Grant (<https://ealc.wustl.edu/people/beata-grant/>)
PhD, Stanford University

Robert Hegel (<https://ealc.wustl.edu/people/robert-e-hegel/>)
PhD, Columbia University

Betty Pei-shan Yue
MA, Washington University in St. Louis

Majors

For information about the East Asian Languages and Cultures major, please visit the EALC Majors page (p. 508).

Minors

For information about the East Asian Languages and Cultures minor, please visit the EALC Minors page (p. 509).

Courses

Visit online course listings to view semester offerings for L04 Chinese (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L04&crslvl=1:4>).

L04 Chinese 101D First-Level Modern Chinese I

Introduction to the modern spoken and written national language of China. Five regular hours and additional drill session. Students with some previous Chinese language background must take a placement examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 102D First-Level Modern Chinese II

Continuation of 101D. Prerequisite: L04 101D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 106 Beginning Chinese for Heritage Speakers I

This course is designed for students who have basic speaking and listening skills and some background in writing or reading. Prerequisite: placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 107 Beginning Chinese for Heritage Speakers II

Continuation of 106. Emphasis on improving basic reading and writing skills. Prerequisite: L04 106 (grade of B- or better) or placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 1070 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese

cultural narratives in relation to how they have been performed — on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life — from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.
Same as L61 FYP 107
Credit 3 units. A&S: AMP A&S IQ: LCD, SC BU: HUM, IS EN: H

L04 Chinese 1080 Encountering Chinese Culture: Performing Tradition, Engendering Transformations

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed ones — are reconfigured in new cultural representations and practices.
Same as L61 FYP 1080
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

L04 Chinese 130 Basic Chinese I

Basic Chinese I is the first half of the beginning level Chinese and is designed to meet the practical needs of students who are interested in learning Chinese but do not have time for a full-load study. This course is scheduled to move at half the pace of regular Chinese 101. Students will learn slowly but surely the same basic knowledge of Mandarin phonetics, standard grammar and 300 to 350 vocabulary items. This basic course emphasizes listening comprehension and conversational skills through aural-oral practices. The reading and writing of basic Chinese are strongly encouraged as secondary skills. After completing the spring course I, followed by the fall course II, interested students can then go on to regular Chinese 102. Basic Chinese 1 and Basic Chinese 2 do not fulfill the language sequence requirement.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L04 Chinese 131 Basic Chinese II

This is the continuation of Basic Chinese I (L04 130). It is designed to meet the practical needs of students who are interested in learning Chinese but do not have time for a full-load study. This course will move at half the pace of

Chinese 101D and will present the second half of the 101D curriculum. Students will learn basic knowledge of Mandarin phonetics, standard grammar, and approximately 350 new lexical items. This course emphasizes listening comprehension and conversational skills through aural-oral practice, with reading and writing Chinese as complementary skills. After completing this course, students can continue with Chinese 102D. Basic Chinese 1 and Basic Chinese 2 do not fulfill the language sequence requirement. Prerequisite: L04 130 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L04 Chinese 150 First-Year Seminar: Exploring East Asian Classics

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, we will directly engage with the texts through close reading and in-class discussion. We will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered this term will be The Analects, Daodejing, Lotus Sutra, Tale of Genji, Tales of the Heike, Tales of Moonlight and Rain, Samguk yusa, and Memoirs of Lady Hyegyong. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: BA EN: H

L04 Chinese 206 Intermediate Chinese for Heritage Speakers I

Designed for students who have either completed Chinese 107 or who have basic speaking and listening skills and mastery of at least 300 written characters. Prerequisite: L04 107 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 207 Intermediate Chinese for Heritage Speakers II

Designed for students who have either completed Chinese 206 or who have basic speaking and listening skills and mastery of at least 800 written characters. Prerequisite: L04 206 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 211 Second-Level Modern Chinese I

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: L04 102D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 212 Second-Level Modern Chinese II

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: L04 211 (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 221 Conversational Chinese: A Multimedia Course

This course is intended for students from advanced beginners to intermediate-level learners who want to improve their Chinese conversational skills and fluency. In this course, students will learn Chinese expressions and phrases encountered in daily situations, and they will also learn to read and type Chinese characters. This is a multimedia course that will utilize videos, movies, and authentic language materials for instruction and learning. By the end of semester, students should attain the abilities to use accurate pronunciation, tones, vocabulary, expressions and grammar in connected speech; to hold conversations in daily situations; to build up speaking and listening fluency; to use appropriate manners, both verbally and nonverbally, in conversations; and to acquire basic knowledge of Chinese sociocultural values and pragmatics. Prerequisites: Permission of instructor.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L04 Chinese 227C Chinese Civilization

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. Regular short writing assignments.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

L04 Chinese 270 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 275 Sophomore Seminar: Beijing: From Imperial Capital to Olympic City

This course examines recent English-language scholarship on Beijing's history and culture. From the early modern period to the contemporary era, Beijing has served as the capital for imperial, early Republican, and revolutionary and post-socialist China. The city thus has been virtually synonymous with governmental power and elite politics. However, recent scholarship has shifted focus from the political perspective to uncovering the social and cultural changes at the grassroots. Notable scholarly works have demonstrated that the modernization impulse and the move to industrialization served to create the city's modern face.

Administrative reforms gave rise to new conceptions and a host of institutions to manage social relief, public services, and legal and punitive institutions. The rise, fall, and subsequent revival of the consumer marketplace impacted cultural production and consumption. Mass (de)mobilization closed old venues while opening new possibilities for residents to understand and participate in politics. The recent English-language scholarship not only delineates forces that shaped the lives of millions of residents of Beijing but also situates their experience in the national and global context of modernization and revolution. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L04 Chinese 2980 Undergraduate Internship in Chinese

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only. Credit variable, maximum 3 units.

L04 Chinese 306 Advanced Chinese for Heritage Speakers I

This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking, and writing. Prerequisite: L04 207 (grade of B- or better) or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 307 Advanced Chinese for Heritage Speakers II

Continuation of Chinese 306. This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking and writing. Prerequisite: L04 306 (grade of B- or better) or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 3162 Early Modern China

This course examines political, socioeconomic, and intellectual-cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and the Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values. Same as L22 History 3162. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual,

political and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L04 Chinese 3166 Archaeology of China: Food and People

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why the Chinese ways of living and eating are different from those in the West? How production and consumption in China were shaped by food globalization in prehistory?

Same as L48 Anthro 3163

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L04 Chinese 3167 Economic History of China: From the Silver Age to Reform and Opening, 1500-1990

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material. Same as L22 History 3167

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 3168 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912)

conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Same as L22 History 3166

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L04 Chinese 316C Modern China: 1890s to the Present

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Same as L22 History 316C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L04 Chinese 3195 Empire and Ethnicity: Qing Legacies in China and Inner Asia, 1600 to Today

Eschewing traditional narratives of a "closed" Chinese civilization, this course explores the cultural, religious, and ethnic diversity of China and its dynamic interactions with Inner Asia during the early modern period. It questions the myth of a monolithic Chinese culture and uncovers the region's multiple and ethnically entangled past through an in-depth look at the Manchu-led Qing dynasty (1644-1912). This was the last non-Han dynasty of the Imperial Era, and it gave the People's Republic of China its vast Inner Asian territories: Xinjiang, Inner Mongolia, and Tibet. In rethinking the Qing Empire, this course particularly focuses on Tibetan Buddhism and Islam as religious ideologies that linked China with Tibetan, Mongolian, and Turkic-Muslim regions of Inner Asia through the imperial center at Beijing. Specific topics will range from food culture (Halal) to the Qing's expansion into and later colonization of Xinjiang, the reverberations of which persist even today under the Belt and Road Initiative.

Same as L22 History 3195

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

EN: H

L04 Chinese 3211 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L04 Chinese 330 Topics in Chinese Literature & Culture

A topics course on Chinese literature and culture; subject matter varies by semester

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH, IS EN: H UColl: CD

L04 Chinese 3352 China's Urban Experience: Shanghai and Beyond

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

EN: H

L04 Chinese 341 Early and Imperial Chinese Literature

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. All readings will be in English translation.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L04 Chinese 3415 Early Chinese Art: From Human Sacrifice to the Silk Road

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU:

HUM, IS EN: H

L04 Chinese 342 Modern and Contemporary Chinese**Literature**

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

L04 Chinese 3425 Classical to Contemporary Chinese Art

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Same as L01 Art-Arch 3425

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L04 Chinese 3426 Modern & Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L04 Chinese 3442 History of Chinese Painting

Tracing the unbroken history of Chinese painting from the first through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L04 Chinese 350 U.S.-China Relations from 1949 to the Present

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both

countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L04 Chinese 360 Third-Level Modern Chinese I

Emphasis on improving speaking, listening, reading, and writing skills. Texts include Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: L04 212 (grade of B- or better) or placement by examination.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 361 Third-Level Modern Chinese II

Continuation of advanced work in reading Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: L04 360 (grade of B- or better) or placement by examination.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 376 Topics in Comparative Literature

Same as L16 Comp Lit 375

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L04 Chinese 380 Readings in Popular Literature and Culture: Writing Stories in Late Imperial China

Why did stories become popular in late imperial China? How were stories written, and what were people's reading habits in a time full of dynamic social and cultural changes? This class answers these questions by reading stories from several narrative genres. Unlike the classic texts for formal education and the imperial civil service examinations, most of these writings were unconventional narratives for leisure reading, and they became part of the popular literature and culture of the time. Primary readings will include selections from formal and informal histories, vernacular short stories, classical language stories, and literary anecdotes. This class concentrates on examples from the 17th and 18th centuries, and these will be accompanied by a small number of secondary readings. A background in Chinese language or culture is welcome but not required. Prerequisite: Sophomore standing or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L04 Chinese 390 EALC Seminar: East Asian Buddhism

This course traces the expansion of Buddhism from its origins in the Indian subcontinent through China, Korea and Japan, identifying both continuities and local developments as seen in the encounter/clash with preexisting traditions. We will adopt a multidisciplinary approach and explore the history, literature, philosophy, and practice of Buddhism in East Asia. Primary readings (all in English) are drawn from a wide range of genres - canonical scriptures, tale literature, hagiographic narratives, and archeological materials. We will also rely extensively on the rich visual and material heritage of Buddhism, looking at common

iconographical motifs, popular deities and their many forms, and the ritual function of Buddhist objects in their respective contexts. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior course work on Buddhism or East Asia is required. Same as L81 EALC 3900
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H

L04 Chinese 399 Undergraduate Independent Study

Prerequisite: Permission of instructor or department. No more than 6 units may be earned by a student.
Credit variable, maximum 6 units.

L04 Chinese 410 Introduction to Traditional Literary Chinese I

Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 427 (grade of B- or better) or instructor's permission.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 411 Introduction to Literary Chinese II

Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 410 (grade of B- or better).
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM EN: H

L04 Chinese 4242 Culture and Politics in the People's Republic of China: New Approaches

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L04 Chinese 427 Fourth-Level Modern Chinese I

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Prerequisite: L04 361 or L04 421 (grade of B- or better) or placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 428 Fourth-Level Modern Chinese II

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: L04 427 (grade of B- or better) or placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 430 Topics in Chinese Media Culture: Charting Identity in the Digital Age

In contemporary society, global computational media have come to shape the new form and function of identity. As the users of these digital technologies, we have been conscripted into systems of compulsory identification ranging from fingerprint scanning and biometric facial recognition to big data documenting and calculating our age, gender, race, nationality, and even health conditions and shopping preferences. These technologies of identification promise to measure a truthful and core identity from the surface of a human body for the purposes of authentication, verification, and tracking in service of a mixture of commercial, state, and military interests. One dire consequence of the proliferation of these technologies of identification is the failure to recognize non-normative, minoritarian groups, and thereby replicating or even amplifying racial hierarchies, gender stereotypes, social division, and global inequality. This course asks what identity is and what function identity serves in the contemporary society in East Asia and on a global scale. Recognizing the changing scope of "Asia" as a vital concept and method, students will read extensively contemporary works in Asian Studies, Asian-American Studies, critical race and gender theory, and media theory that deal with the intersection of digital media, race and gender, and global socio-political transformation. Alongside these readings, students will explore contemporary films, artworks, social media events, and online activism in China, Hong Kong, Taiwan, and beyond that reflect the questions of technologized identity and subjectivity. The class will also go back to western philosophies of technology, cybernetics, and media theories to rethink how the universalized prototype of the human (which is a white man) was constructed in scholars' inquiries into mind and body, the self and the other, and the then-new relationship between human and machine. Prerequisites: junior level or above or permission of instructor.
Same as L81 EALC 430
Credit 3 units. A&S IQ: LCD BU: IS

L04 Chinese 4415 Technology, Empire, and Science in China

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a

global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Same as L22 History 4415

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L04 Chinese 4441 The Forbidden City

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 444

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU:
HUM, IS EN: H

L04 Chinese 4489 The Three Emperors: Redefining Chinese Art in the Golden Age

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long 18th century. Prerequisites: Intro to Asian Art (L01 111); or one 300-level course in Asian Art History, History or Literature; or permission of instructor.

Same as L01 Art-Arch 4489

Credit 3 units. A&S IQ: HUM, LCD EN: H

L04 Chinese 449 Topics in Comparative Literature: Writing from the Periphery: The Question of Chineseness

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L04 Chinese 4510 Urban Culture in Modern China

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging

and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential.

The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L04 Chinese 460 Fifth-Level Modern Chinese I

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is comprised of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Required of all students desiring subsequent tutorial assistance from the Department. Prerequisite: L04 428 or L04 411 (grade of B- or better) or placement by examination or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 461 Fifth-Level Modern Chinese II

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is comprised of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Prerequisite: L04 460 or L04 411 (grade of B- or better) or placement by examination or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 4631 Business Chinese I

In the present globalization, China has been fertile ground for foreign joint business ventures, and this course focusing specifically on business Chinese attests to that fact. This course aims at teaching Chinese business communication using a series of case studies to involve and challenge the students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts, from resolving contract disputes, to developing a business strategy, to establishing a franchise overseas. The course is designed to simulate real business environments where students interact with Chinese businesspeople in business settings, and are motivated to achieve business goals. Prerequisite: L04 428 (grade of B- or better) or permission of instructor.

Credit 3 units. A&S IQ: LCD EN: H

L04 Chinese 4632 Business Chinese II

This is the continuation of Business Chinese 4631. This course uses a series of case studies to involve and challenge students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts. Prerequisite: L04 4631 (grade of B- or better) or permission of instructor.

Credit 3 units. A&S IQ: LCD EN: H

L04 Chinese 467 The Chinese Theater

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: Junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L04 Chinese 4701 Advanced Chinese Readings: Early Modern Vernacular Chinese Short Stories: Eat, Drink, Man, & Woman

This hybrid Chinese language-literature course is designed to meet the needs of students who have taken at least five years of Chinese language courses (including classical Chinese) and are interested in exploring Chinese language and culture in more depth by studying early modern Chinese vernacular short stories. The stories are selected from the Three Words (Sanyan), the renown three story collections by Feng Menglong, one of the most accomplished authors of vernacular fiction in the seventeenth-century China. The vernacular language in these stories is grammatically similar to modern Chinese, but is charged with the vocabulary of the time and interspersed with classical Chinese verses and expressions. Studying these stories will allow students to appreciate modern grammar while discerning the development of vernacular Chinese over the centuries. Prerequisite: L04 461 (grade of B- or better) and L04 410 or L04 411. Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L04 Chinese 476 Reading Seminar in Chinese Traditional Fiction

Topics reading seminar in Chinese traditional fiction; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L04 Chinese 479 Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era (1919-1949)

A seminar on modern Chinese literature with varying topics. Prerequisite: Junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L04 Chinese 480 Reading Seminar in Chinese Popular Literature and Culture

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L04 Chinese 486 Independent Work for Senior Honors

This course is taken in the fall semester. Prerequisites: senior standing, eligibility for honors and permission of the department. Credit 3 units.

L04 Chinese 487 Independent Work for Senior Honors

This course is taken in the spring semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

L04 Chinese 489 Topics in Modern Chinese Literature

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L04 Chinese 4891 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor. Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S UColl: CD

L04 Chinese 498 Guided Readings in Chinese

Course normally taken after successful completion of Chinese 428. May be repeated once for credit. Prerequisite: Senior or graduate level or permission of instructor. Credit variable, maximum 3 units.

Classics

Classics is the study of all aspects of the cultures of the ancient Greek and Roman peoples, including their history, languages, literature, thought, and material culture as well as their reception in later cultures. The department also offers courses in the Coptic language of late ancient Egypt (under "Classics" in the catalog). The Department of Classics offers two options for students interested in studying Greek and Roman antiquity: the Classics major (or minor) and the Ancient Studies major (or minor). The major in Classics focuses on the study of the Latin and/or ancient Greek languages. The major in Ancient Studies is for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages. Resources on campus that support the study of classics include a substantial library collection of materials related to the ancient world, collections of Greek papyri and art, and the Wulfling Coin Collection, which is one of the largest collections of ancient coins owned by an American university.

Phone: 314-935-5123
Email: classics@wustl.edu
Website: <http://classics.wustl.edu>

Faculty

Endowed Professor

Timothy Moore

John and Penelope Biggs Distinguished Professor of Classics
PhD, University of North Carolina

Professor Moore's work concentrates on several areas of classical antiquity, including the comic theater of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a database and book on music in Greek and Roman theater and articles on music and poetic rhythm in ancient Rome. He also has interests in the history of theater, especially American musical theater and Japanese Kyogen comedy.

Professor and Chair

Catherine Keane

Department Chair
PhD, University of Pennsylvania

Professor Keane's interests range broadly over Greek and Roman literature and culture, but her research centers on the comic genres and their engagement with moral, social, and literary problems, particularly the Roman verse satirists Lucilius, Horace, Persius, and Juvenal and the epigrammatist Martial.

Associate Professors

William Bubelis

Curator of the Wulffing Coin Collection
PhD, University of Chicago

Professor Bubelis' research in Greek history focuses on the intersection of economy, religion and public institutions. His work utilizes the evidence of inscriptions (epigraphy), coins (numismatics) and other material remains alongside the literary texts of ancient historians, poets, orators and the like. While most of his scholarship has engaged with classical Athens, Professor Bubelis avidly explores the societies of the eastern Mediterranean across antiquity, including Iron Age Cyprus and the Achaemenid Persian Empire to Hellenistic Egypt.

Thomas Keeline

Director of Undergraduate Studies
PhD, Harvard University

Professor Keeline works primarily on Latin literature, the history of classical scholarship and education from antiquity to the present, rhetoric, textual criticism, lexicography and metrics.

Zoe Stamatopoulou

Director of Graduate Studies
PhD, University of Virginia

Professor Stamatopoulou's research and teaching encompass several aspects of ancient Greek literature and culture, but her work focuses primarily on archaic and classical poetry (Homer, Hesiod, lyric poetry, drama). She is also interested in the symposium, ancient biographies of poets, and the reception of archaic Greece in Imperial Greek literature (especially Plutarch).

Assistant Professors

Nicola Aravecchia

PhD, University of Minnesota

Professor Aravecchia's research interests encompass the art and archaeology of Greco-Roman and Late Antique Egypt. He has taught courses in classical languages, ancient history, and art and archaeology in the United States, Egypt and Australia. His current work focuses on the origins and development of Early Christian architecture in rural Egypt. Since 2005, he has been involved in archaeological projects in the Dakhla Oasis, located in the Western Desert of Upper Egypt.

Ian Hollenbaugh (<https://classics.wustl.edu/people/ian-hollenbaugh/>)

PhD, University of California, Los Angeles

Professor Hollenbaugh's research interests include Indo-European linguistics, Homeric Greek, Old Latin, Vedic Sanskrit, and Germanic languages. He focuses particularly on the tense and aspect systems of Indo-European languages from both diachronic and synchronic perspectives.

Luis Alejandro Salas

PhD, University of Texas

Professor Salas specializes in Greek and Roman medicine, philosophy and intellectual history. He is also interested in Aristotelian psychology. His research focuses on medical and philosophical sectarianism, especially in the work of Galen of Pergamum.

Senior Lecturers

Lance Jenott

PhD, Princeton University

Professor Jenott teaches courses on the New Testament, studies in Christian origins, and Coptic language and literature. His other interests include Second Temple Judaism, Greco-Roman philosophy, classical civilizations, and theories and methods in the study of religion. Dr. Jenott is the author of *The Gospel of Judas: Coptic Text, Translation, and Historical Interpretation of the 'Betrayal's Gospel'*, and he is the co-author of *The Monastic Origins of the Nag Hammadi Codices*. He is currently working on a commentary on the Gospel of Judas for the Hermeneia Series by Fortress Press.

Kathryn Wilson

PhD, University of Pennsylvania

Professor Wilson's research interests focus on the intersection of poetry and science. She is especially interested in Hellenistic literature and the relationship between different intellectual enterprises occurring during that time. She is also interested in the evolution of the genre of didactic poetry.

Lecturer

Rebecca Sears

PhD, University of Michigan

Professor Sears' research interests include ancient music, papyrology, Latin poetry (particularly Ovid's *Metamorphoses*) and ancient magic. She is currently working on a textbook for the University of Michigan Press that will discuss important technical and cultural features of both Greek and Roman music as well as the reception and reconstruction of ancient music. In addition to her love of classical languages and cultures, she is a violinist who has performed in benefit concerts throughout New England.

Professors Emeriti

Carl W. Conrad

PhD, Harvard University

Robert D. Lamberton

PhD, Yale University

George M. Pepe

PhD, Princeton University

Susan I. Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita

PhD, Princeton University

Majors

The Major in Classics

Total units required: 24

Required courses:

A minimum of 24 credits, with at least 18 credits in advanced courses, are required. The specific program will be determined by the student and the advisor, in accordance with the student's interests. Courses may be chosen from among Greek, Latin and Classics offerings, but all majors must include in their programs a minimum of 12 advanced credits in Greek or Latin, at least 6 of which must be at the 400 level. Classics 225D may not be counted. Those who are able to enter the program at the advanced level because of previous language study will normally take 15 or more advanced credits in language. Competence in both Greek and Latin — although strongly encouraged and necessary for those planning to go on to graduate study in Classics — is not required. Majors, especially those planning graduate work, should enter the Honors Program if time permits.

Please consult the sections below regarding the required capstone experience (p. 444) and additional information (p. 444).

The Major in Ancient Studies

Total units required: 24

Required courses:

Students will take 24 units drawn from courses in the Department of Classics and related departments. Of these, 18 units must be at the advanced level, and at least 6 of these must be at the 400 level. Greek 102D and Latin 102D or a first-year

seminar may be substituted for a 200-level course in translation. In this major, students are encouraged to take at least one course in ancient history and to develop a certain depth in one special field of interest (e.g., literature, art, history, philosophy). Therefore, at least 9 of the 18 advanced units of the major should be taken in one such specific area. Classics 225D may not be counted.

Please consult the sections below regarding the required capstone experience (p. 444) and additional information (p. 444).

Required Capstone Experience

All Classics and Ancient Studies majors are required to have a capstone experience of some kind in which they can pull together everything that they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), the capstone experience should occur during the students' senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper)
- A one-semester research project
- A Classics study abroad experience
- Special work within a 400-level seminar

Students should consult with their advisor to see what kind of capstone experience will work best for them.

Additional Information

Study Abroad: Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS "Centro" program in Rome. Others choose to attend a semester at the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Tom Keeline (<https://classics.wustl.edu/people/tom-keeline/>). Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

Senior Honors: Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. To apply, a student must have junior standing, an average of A- or better in courses numbered 300 or higher in Greek and/or Latin (for Classics majors) or in Classics (for Ancient Studies majors), an overall grade-point average of 3.65 or higher, and permission of the chair. A formal application should be submitted in April of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning during the fall semester of the senior year. A final draft is submitted to the director no later than February 1, and a final copy is submitted to the full thesis committee before the

March break. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students who complete senior honors will therefore graduate with a total of 30 credits in the major.

Minors

The Minor in Classics

Total units required: 15

Required courses:

Code	Title	Units
Greek 317C & Greek 318C	Introduction to Greek Literature and Introduction to Greek Literature	6
or		
Latin 3171 & Latin 3181	Survey of Latin Literature: The Republic and Survey of Latin Literature: The Empire	6

Elective courses:

Three other advisor-approved courses (9 units) in Greek, Latin or Classics are required. These must include at least one Greek or Latin course at the 300 or 400 level. No more than one course may be at the 200 level, and Classics 225D may not be counted. A first-year seminar may be substituted for the 200-level course.

The Minor in Ancient Studies

Total units required: 15

Required courses:

At least two courses must be chosen from the following list:

Code	Title	Units
Classics 341C	Ancient History: The Roman Republic	3
Classics 342C	Ancient History: The Roman Empire	3
Classics 345C	Greek History: The Dawn of Democracy	3
Classics 346C	Greek History: The Age of Alexander	3

Elective courses:

Students need to complete three other courses (9 units) in the culture of Greece and Rome; the selection must be mutually agreed upon by the department advisor and the student. No more than two courses may be at the 200 level. Classics 225D may not be counted. A first-year seminar may count for one of the two 200-level courses.

Courses

Classics

Visit online course listings to view semester offerings for L08 Classics (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L08&crslvl=1:4>).

L08 Classics 1135 First-Year Seminar: The World of Cleopatra

Cleopatra, the last queen of ancient Egypt, captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: CPSC BU: IS EN: H

L08 Classics 114 First-Year Seminar: Ancient Literary Journeys

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 115 First-Year Seminar: Engaging the Classical Past in Modern Fiction

This course will explore the persistent — but often camouflaged — influence of classical antiquity on modern genre (popular) fiction. Students will read and discuss both texts from antiquity (e.g., Ovid's "Metamorphoses," Lucian's "A True

History") and selections from the works of major 20th-century authors drawn from the canon of a specific genre. Although popular fiction embraces a wide range of authors and styles, genres that are particularly engaged with the classical past include science fiction (e.g., Jules Verne, Suzanne Collins), fantasy (e.g., J.R.R. Tolkien, Rick Riordan), horror (e.g., H.P. Lovecraft, Stephen King), mystery (e.g., Elizabeth Peters, Steven Saylor), and adventure (e.g., Clive Cussler, David Gibbins). Discussion of these texts will include theorization about the nature of the genre and its origins as well as specific examples of allusions and intertexts to ancient Greek and Roman authors, focusing on the characters, artifacts, monsters, themes, legends, and plot devices drawn from Greco-Roman mythology or modern mythology about Classical antiquity. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L08 Classics 117 First-Year Seminar: Women in Greek and Roman Comedy

Fall 2021 course topic: Women in Greek and Roman Comedy. Comedies in Greece and Rome were written by men and acted by men. The women we meet in these comedies, then, are always filtered through men and tinged with stereotypes accordingly — they are often depicted as “untrustworthy,” “sex-crazed,” “drunkards.” Even a cunning and powerful woman such as Lysistrata (in Aristophanes' comedy of the same name), who leads a coalition of women to deny sex from their husbands until they end the Peloponnesian War, is a product of a man's imagination and was played onstage by a man in a costume. As fun as it is to read Lysistrata as a feminist hero, there are layers of interpretation that beg to be peeled back. In this course, we will peel back those layers and explore the representation of women on the comic stage by reading a selection of comedies featuring women, some in leading roles and some in smaller ones. Note: This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 118 First Year Seminar: The Art of Rhetoric from Cicero to Social Media

In Barack Obama's victory speech after the 2008 election, he said, "It's been a long time coming, but tonight, because of what we did on this day, in this election, at this defining moment, change has come to America." He did indeed promise change, but in making that promise he relied on rhetorical rules-like the climactic tricolon—that were first formulated in classical antiquity and have been passed down in an unbroken tradition right up to today. In this class we will study the uses and abuses of rhetoric from the ancient world to the present. The course combines a study of rhetorical theory with observation of its practice from Cicero to contemporary advertising, and also includes a significant public speaking component. The meticulous deconstruction of complex texts and ideas in this course will give students a tool for cutting to the heart of the issues that continue to face the modern world, and the participants' own speaking and writing will also benefit. Students will analyze both ancient and modern attempts at persuasion in light of classical rhetorical theory, and they will write and deliver two short speeches on topics of their choice.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

L08 Classics 120 First Year Seminar: The Hero

The tale of the hero has endured as one of the most popular narrative forms since the 3rd millennium BC. From the first recording of the Sumerian Epic of Gilgamesh to the 21st c. cinematic spectacle of Marvel's Avengers, audiences have been transfixed by the travails of the protagonist who attains heroic status. In studying seminal heroes drawn from near eastern and ancient Greek epic, classical tragedy and history, this course will examine why the hero generates such fascination and how the hero reflects back the most fundamental concerns of human existence.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM

L08 Classics 137 First-Year Seminar: The Emperor Nero: Prince, Monster, Artist

The destructive, scandal-ridden career of the Roman emperor Nero (mid-first century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself — especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the *Life of Nero* by Suetonius (second century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L08 Classics 180 First-Year Seminar: Sexuality in Early Christianity

This course is for freshmen only. The topic varies from semester to semester. Recent topics include *Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought*.

Same as L23 Re St 180

Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: ETH EN: H

L08 Classics 188 Beginning Coptic I

This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and "heretical" books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer

and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.

Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

L08 Classics 189 Beginning Coptic II

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals.

Prerequisite: Classics 188 or permission of instructor.

Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 2011 Classical to Renaissance Literature:

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's *Iliad* is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Same as L93 IPH 201C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 223 Ampersand: The Age of Pericles

This seminar will explore the relationship between the sociopolitical history and cultural development of Athens in the fifth and fourth centuries BC. Students will be encouraged to analyze both archeological and literary evidence throughout the process of democratization, paying particular attention to the Periclean building program, including the sanctuary of Athena on the Acropolis, the Agora, domestic Athenian architecture, and the panhellenic sanctuaries of Delphi and Olympia. Selections from the histories of Herodotus and Thucydides, the plays of Sophocles and Aristophanes, the dialogues of Plato, and Aristotle's "Constitution of Athens" will highlight the functions and limitations of the democratic regime. This course is for first-year, non-transfer students in the Democracy and Myth in Ancient Greece Ampersand program.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L08 Classics 225D Latin and Greek in Current English

An astonishingly large number of English words, especially in areas such as medicine, science and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin

and Greek roots, prefixes and suffixes that are most commonly found in English technical and nontechnical vocabulary and the linguistic principles through which these elements have entered the English language.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L08 Classics 228 Theater Culture Studies I: Antiquity to Renaissance

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.

Same as L15 Drama 228C

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L08 Classics 232E Myths and Monuments of Antiquity

An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.

Same as L01 Art-Arch 232

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

L08 Classics 234 The Greek World

This course offers an introduction to the society and culture of ancient Greece, the civilization that created Homer, Socrates, and Herodotus, among many others. Using a wide variety of literary, documentary, and material sources, we will focus on one central question: what does it mean to be Greek in antiquity? We will explore how the negotiation of "Greekness" affects cultural values, how it influences the geopolitics of the ancient Mediterranean, how women, slaves, and immigrants fit (or do not fit) into this Greekness, how ancient Greek democracy arises, and how it dies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 2361 Cities and Towns of the Ancient World

This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations constructed and used space in order to shape social relations. The course will also highlight the available evidence of

monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.

Same as L01 Art-Arch 236

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

L08 Classics 236C The Roman World

An introduction to the society and culture of the ancient Roman Republic and Empire. The "Roman World" began as a small settlement by the Tiber River and became a huge and diverse empire extending into three continents, with a cultural legacy that has lasted to this day. The course will cover key events over a millennium of Roman political history, but much of our time will be given to study and analysis of Roman concepts of national identity, moral and political thought, social hierarchies and dynamics, family, religion and entertainment. To this end, we will examine a diverse combination of primary sources — literary, documentary and material.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 251 Projecting the Past: Ancient Greece and Rome in Modern Film

Since the earliest days of film, screenwriters and directors have mined the rich history of Ancient Greece and Rome to captivate audiences with tales of heroes and slaves, soldiers and lovers. This course will examine such cinematic representations across a variety of American and European films from the 20th and 21st century. Drawing upon translated selections from ancient Greek and Roman authors, secondary readings and weekly screenings, students will reflect upon the ways in which film adaptations of antiquity both tell us much about Ancient Greece and Rome and reveal as much about our present as they do the past.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L08 Classics 300 Independent Study

Credit variable, maximum 3 units.

L08 Classics 3003 Writing Intensive in Ancient Studies

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L08 Classics 301C Greek Mythology

The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will

include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 3051 Orthodoxy and Heresy in Early Christianity

From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion — Christianity — disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian "orthodoxy" embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.

Same as L23 Re St 3051

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L08 Classics 306 Race and Identity in Greco-Roman Antiquity

This seminar will start from one big question: Were the ancient Greeks and Romans white? We will examine this question -- and the questions that spring from it -- from two angles. First, using literary and archaeological evidence and informed by modern critical race theory, we will investigate how people living in the ancient Mediterranean understood difference: between themselves and others as well as among their own citizens. Did they have a concept of race at all? If not, how did they theorize difference? Second, we will study how and why the modern race system in the United States uses antiquity and racializes the premodern past. Students will write several short responses to sources over the semester and complete a research paper on a topic of their choice.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

L08 Classics 3130 Sexuality in Early Christianity

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Same as L23 Re St 3130

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L08 Classics 3152 Sex and Gender in Greco-Roman Antiquity

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA EN: H

L08 Classics 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians — Aeschylus, Sophocles, and Euripides — and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's *Chi-Raq* and Luis Alfaro's *Mojada: A Medea in Los Angeles*. The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 3212 Art & Archaeology of Cleopatra's Egypt

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Same as L01 Art-Arch 3212

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L08 Classics 3231 Jews and Christians in the Premodern World

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper-division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of "orthodoxy" and "heresy," as well as the way in which Christians re-appropriated Jewish texts, rituals and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L08 Classics 3250 Pompeii: Cultural Mosaic of the Ancient Mediterranean

This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor.

Same as L01 Art-Arch 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L08 Classics 326 Archaeology of Roman Slavery

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects

of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor. Same as L01 Art-Arch 326
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L08 Classics 3330 Greek and Roman Painting

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor. Same as L01 Art-Arch 3330
Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

L08 Classics 341C Ancient History: The Roman Republic

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 342C Ancient History: The Roman Empire

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L08 Classics 345C Greek History: The Dawn of Democracy

From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 346C Greek History: The Age of Alexander

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic and military developments of this period, especially Alexander the Great's legacy. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 347C Ancient Philosophy

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems are discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Same as L30 Phil 347C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L08 Classics 350 Greek Art and Archaeology

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world. Same as L01 Art-Arch 331
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L08 Classics 3522 Topics in Literature: Drama Queens:

Cleopatra in Elizabethan England

Topics course which varies by semester. Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L08 Classics 3563 Ancient Sport and Spectacle

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games — and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial

combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 3751 Topics in Comparative Literature

Same as L16 Comp Lit 375

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L08 Classics 3801 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L08 Classics 3821 Topics in Christian Thought

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies."

Same as L23 Re St 382

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L08 Classics 3831 Magicians, Healers and Holy Men

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine and religion.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 385W Comedy, Ancient and Modern

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide

people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

L08 Classics 4001 Independent Study

Credit 3 units.

L08 Classics 408 Sacred Ways and Holy Spaces: Athenian Religion and Topography

From seashore to mountain top, ancient Athens was famous for being a landscape rich with myth and religion. In order to worship their gods with processions, sacrifices, and other acts of devotion, Athenians moved through, across, and within space as defined by such things as sacred roads, monumental gateways and altars, and even places considered so holy that one was forbidden to enter. This course will introduce students to the study of place (topography) and to the methods and evidence by which we can determine where specific buildings and sites were, how they were used, and what they signified. We will explore major sites like the Acropolis as well as a variety of other temples, shrines, and holy sites across urban and rural landscapes alike, each of which structured space in its own way. By examining a wide range of archaeological and textual evidence (c. 800 BC-AD 400), we will develop an integrated understanding of Athenian religious belief and ritual in the context of architecture and space. While this course will concentrate on the topography of architecturally definable religious sites, we will also explore religious practices (e.g., magic, early Christianity) that employed the landscape in fundamentally different ways than other parts of the Athenian religious system.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L08 Classics 4230 The Reception of Egypt in the Graeco-Roman World

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L08 Classics 4235 Rome in Egypt: The Archaeology of an Oasis City

This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended
Same as L01 Art-Arch 4235

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

L08 Classics 426 Ancient Athens

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Prerequisite: Classics 345C, Classics 350 or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

L08 Classics 428 The Invention of the Image: From Classical Art History to Modern Visual Studies

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 428

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L08 Classics 429 Art and Death in Ancient Rome

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased — of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large — stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 429

Credit 3 units. A&S IQ: HUM EN: H

L08 Classics 4350 Hellenistic Philosophy

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4530

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L08 Classics 4361 Topics in Ancient Studies

Study of one or more themes recurring in the traditions of Greek and Roman literature, history, and culture. Topic varies each semester.

Credit 3 units. A&S IQ: HUM EN: H

L08 Classics 4376 Pictorial Illusion in the Ancient Mediterranean

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visibility, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4376

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L08 Classics 450W Topics in Classics

Classics courses at the 400 level with enhanced requirements in writing may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S IQ: HUM, WI EN: H

L08 Classics 451 Plato

An examination of some of Plato's most important dialogues, typically including the *Gorgias*, *Phaedo*, and *Republic*, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention is paid to the context and structure of the dialogues and to the best of recent secondary literature.

Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 451

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 452 Aristotle

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement.

Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 452

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L08 Classics 453 The Greek Symposion

This course explores the history, archaeology, material culture, and sociology of the symposion in ancient Greece. While we will focus mainly on the archaic and classical Greek symposion, we will also examine its reception in the Roman world. In this context, we will study art and literature produced for the symposion, as well as representations of the symposion in literature, especially in lyric poetry, drama, and philosophical prose.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L08 Classics 462 Ancient Greek and Roman Music

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes toward music, and its contribution to public and private life. The focus throughout is on our ancient sources, both literary and archaeological.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L08 Classics 4647 Ancient Madness

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical and medical texts, we will also look at visual representations and evidence from ritual and cult. An

important part of our project will involve tracing the afterlife of classical ideas: The history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L08 Classics 465 Topics in the History of Philosophy

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy or permission of instructor.

Same as L30 Phil 465

Credit 3 units. A&S IQ: HUM EN: H

L08 Classics 476 Money, Exchange, and Power: Economy and Society in the Ancient Mediterranean World

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. Prerequisites: Classics 341C or 342C or 345C or 346C or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L08 Classics 4763 Olympian Shadows: Macedon and its Neighbors in Antiquity

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. Prerequisites: at least one semester of Classics 341C, 342C, 345C, or 346C, or instructor's permission.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L08 Classics 480 Roman Coins and Their Stories

This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and

we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L08 Classics 493 Senior Project

For Classics or Ancient Studies majors who wish to fulfill their capstone requirement in Classics through a one-semester research project. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: senior standing and permission of the chair of the department.

Credit 3 units.

L08 Classics 497 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prerequisite: Overall GPA of 3.65.

Credit 3 units.

L08 Classics 498 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prerequisite: Overall GPA of 3.65.

Credit 3 units.

Greek

For Greek courses, please refer to the Greek (p. 706) page of this *Bulletin*.

Latin

For Latin courses, please refer to the Latin (p. 822) page of this *Bulletin*.

Comparative Literature

Comparative Literature examines literature across national, cultural, and linguistic boundaries. The broad perspective of Comparative Literature generates sustained critical thinking about what literature is and does; how literature relates to other fields, including other art forms and kinds of writing; how literary texts and their translations produce meaning; and the ethical valence of literature in a globalized world. Advanced knowledge of at least one foreign language is essential for understanding and appreciating a given literature and culture. Therefore, all comparative literature and comparative arts majors study a foreign language and literature at an advanced level, and they are strongly encouraged to pursue a study abroad experience. Moreover, the study of works in translation — especially those originally written in non-European languages — facilitates cross-cultural comparisons and helps prepare students for a multilingual, pluralistic, and global world. Comparison of literature

to other arts, media and modes of writing develops one's understanding of literature and culture as well as of technologies and aesthetic forms of mediation and transmission of world views, values and critiques.

Comparative Literature and Comparative Arts offer the following to students:

- A high degree of flexibility and individualization in their chosen program
- A rich array of courses spanning national, temporal and medial boundaries organized by genre (e.g., postmodern narrative, comedy, the novel, lyric poetry); cultural issues (e.g., exile, diaspora, cross-cultural encounters); themes (e.g., memory, obsession in the novel, mysticism in poetry); period (Romanticism, the Renaissance); and transnational region (e.g., Middle Eastern literature, African literature)
- Courses that instruct the student in the central practices, approaches, and theories of the discipline, including entry-level courses like World Literature and Introduction to Comparative Arts as well as courses on literature, literary theory, and translation
- Preparation for life in a reverberant, multicultural, and plurilingual world, including critical and analytical thinking skills and cross-cultural understanding

With the help of our major and the semester or year of study abroad that we encourage, some graduates have pursued careers in international affairs, teaching English as a second language abroad, and international humanitarian programs such as the Peace Corps. Other recent graduates have found employment in such areas as the arts, business, media and technology as well as in writing, editing and publishing. In addition, our graduates are well prepared for the challenges of graduate or professional education in a variety of fields.

Comparative Literature and the Arts & Sciences Curriculum

Comparative Literature offers first-year seminars, writing-intensive courses, community-based learning opportunities and various capstone experiences, including directed research, creative projects and internships appropriate to the student's field.

Phone: 314-935-5170
Email: complit@wustl.edu
Website: <http://complit.wustl.edu>

Faculty

Director

Lynne Tatlock (<http://complit.artsci.wustl.edu/people/lynnetatlock/>)

Hortense and Tobias Lewin Distinguished Professor in the Humanities

PhD, Indiana University

Endowed Professors

Timothy Moore (<https://classics.wustl.edu/people/timothymoore/>)

John and Penelope Biggs Distinguished Professor of Classics
PhD, University of North Carolina

Dolores Pesce (<https://music.wustl.edu/people/dolorespesce/>)

Avis Blewett Professor of Music in Arts & Sciences
PhD, University of Maryland

Vincent Sherry (<https://english.wustl.edu/people/vincentsherry/>)

Howard Nemerov Professor in the Humanities
PhD, University of Toronto

Gerhild Scholz Williams (<http://complit.artsci.wustl.edu/people/gerhild-williams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
PhD, University of Washington

Professors

Nancy E. Berg (<https://jimes.wustl.edu/people/nancy-berg/>)

PhD, University of Pennsylvania

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingcheiletty-chen/>)

PhD, Columbia University

Rebecca Copeland (<https://ealc.wustl.edu/people/rebeccacopeland/>)

PhD, Columbia University

Tili Boon Cuillé (<http://complit.artsci.wustl.edu/people/tili-boon-cuille/>)

PhD, University of Pennsylvania

Matt Erlin (<http://complit.artsci.wustl.edu/people/matt-erlin/>)

PhD, University of California, Berkeley

Robert K. Henke (<http://complit.artsci.wustl.edu/people/robert-henke/>)

PhD, University of California, Berkeley

Catherine Keane (<https://classics.wustl.edu/people/catherine-keane/>)

PhD, University of Pennsylvania

Stephanie Kirk (<http://complit.artsci.wustl.edu/people/stephanie-kirk/>)

PhD, New York University

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

PhD, Duke University

Joseph Loewenstein (<http://complit.artsci.wustl.edu/people/joe-loewenstein/>)

PhD, Yale University

Marvin H. Marcus (<http://ealc.wustl.edu/people/marvin-marcus/>)

PhD, University of Michigan

Erin McGlothlin (<https://complit.wustl.edu/people/erin-mcglathlin-0/>)

PhD, University of Virginia

Angela Miller (<https://complit.wustl.edu/people/angela-miller/>)

PhD, Yale University

Anca Parvulescu (<http://complit.artsci.wustl.edu/people/anca-parvulescu/>)

PhD, University of Minnesota

Wolfram Schmidgen (<http://complit.artsci.wustl.edu/people/wolfram-schmidgen/>)

PhD, University of Chicago

Henry Schvey (<https://pad.wustl.edu/people/henry-i-schvey/>)

PhD, Indiana University

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)

PhD, University of California, Los Angeles

Harriet Stone (<http://complit.artsci.wustl.edu/people/harriet-stone/>)

PhD, Brown University

Associate Professors

Kurt Beals (<http://german.wustl.edu/people/kurt-beals/>)

PhD, University of California, Berkeley

J. Dillon Brown (<http://complit.artsci.wustl.edu/people/j-dillon-brown/>)

PhD, University of Pennsylvania

Ignacio Infante (<http://complit.artsci.wustl.edu/people/ignacio-infante/>)

PhD, Rutgers University

Caroline Kita (<http://german.wustl.edu/people/caroline-kita/>)

PhD, Duke University

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)

PhD, New York University

William McKelvy (<https://english.wustl.edu/people/william-mckelvy/>)
PhD, University of Virginia

Steven Meyer (<https://english.wustl.edu/people/steven-meyer/>)
PhD, Yale University

Jamie Newhard (<https://ealc.wustl.edu/people/jamie-newhard/>)
PhD, Columbia University

Jessica Rosenfeld (<https://english.wustl.edu/people/jessica-rosenfeld/>)
PhD, University of Pennsylvania

Alexander Stefaniak (<https://music.wustl.edu/people/alexander-stefaniak/>)
PhD, Eastman School of Music

Julia Walker (<https://english.wustl.edu/people/julia-walker/>)
PhD, Duke University

Assistant Professor

André Fischer (<https://german.wustl.edu/people/andre-fischer/>)
PhD, Stanford University

Professor of Practice

Matthias Goeritz (<https://complit.wustl.edu/people/matthias-goeritz/>)
PhD, Washington University

Lecturer

Philip Purchase (<http://complit.artsci.wustl.edu/people/philip-purchase/>)
PhD, University of Southern California

Professors Emeriti

Paul Michael Lützeler (<http://complit.artsci.wustl.edu/people/paul-michael-lutzeler/>)
Rosa May Distinguished University Professor in the Humanities
PhD, Indiana University

Robert E. Hegel (<https://complit.wustl.edu/people/robert-hegel/>)
Liselotte Dieckmann Professor Emeritus of Comparative Literature in Arts & Sciences; Professor Emeritus of Chinese
PhD, Columbia University

Naomi Lebowitz (<http://complit.artsci.wustl.edu/people/naomi-lebowitz/>)
Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities
PhD, Washington University

Stamos Metzidakis (<http://complit.artsci.wustl.edu/people/stamos-metzidakis/>)
PhD, Columbia University

Majors

The Major in Comparative Literature

Total units required: 27

Required courses:

- 27 units of Comparative Literature courses, including the following:
 - Comp Lit 211 World Literature (3 units)
 - Comp Lit 3050 Literary Modernities in Europe and America: Text and Tradition
 - Seven additional courses in Comparative Literature at both the 300 and 400 levels (21 units). With permission of the director of undergraduate studies, the student may substitute up to 6 units of appropriate foreign literature courses at the 300 or 400 level.
- The major also requires the completion of a capstone experience. Students who are double majoring may elect to complete their capstone in the other major.
- Students of Comparative Literature are also expected to have had substantial college-level experience with foreign language study as demonstrated by the completion of either one 400-level foreign language course or two 300-level courses.

The Major in Comparative Arts

Total units required: 27

Required courses:

- 21 units of Comparative Literature courses, including the following:
 - Comp Lit 211 World Literature (3 units)
 - Comp Lit 313E Introduction to Comparative Arts (3 units)
 - Five additional courses in Comparative Arts at both the 300 and 400 levels (15 units), including one course on interrelations between literature and other art forms. With permission of the director of undergraduate studies, the student may substitute up to 6 units of appropriate foreign literature courses at the 300 or 400 level.
- 6 units of advanced study (300 level or above) in theoretical or historical courses in aesthetics, art history, dance, drama, film or music. (Students with minors or majors in one of these fields may elect to substitute 6 units of Comparative Literature.)
- The major also requires the completion of a capstone experience. Students who are double majoring may elect to complete their capstone in the other major.

- Students of Comparative Arts are also expected to have had substantial college-level experience with foreign language study as demonstrated by the completion of either one 400-level foreign language course or two 300-level courses. They are also expected to pursue work in an applied art form — music, fine arts, drama, dance or creative writing — for four semesters. This course work need not be conducted at the 300 or 400 level.

Note: Students should be aware that courses satisfying the major requirements in another department cannot also be counted toward the major requirements of Comparative Literature or Comparative Arts.

Additional Information

Senior Honors: To be considered for honors, a student must have a grade-point average of at least 3.7 by the end of the sixth semester and must be approved by either the Director of Comparative Literature or the Director of Undergraduate Studies to write a Senior Honors thesis. Honors courses (Comp Lit 497 Independent Work for Senior Honors and Comp Lit 498 Independent Work for Senior Honors) supplement the major and do not satisfy any of the above requirements.

Minors

The Minor in Comparative Literature

Total units required: 15

Required courses: 15 units of study, distributed as follows:

- Comp Lit 211 World Literature (3 units)
- Comp Lit 3050 Literary Modernities in Europe and America: Text and Tradition
- Three additional Comparative Literature courses at the 300 or 400 level

Students who minor in Comparative Literature are also expected to have had substantial college-level experience with foreign language study as demonstrated by the completion of either one 400-level foreign language course or two 300-level courses.

The Minor in Comparative Arts

Units required: 15

Required courses: 15 units of study, distributed as follows:

- 6 units of Comparative Literature, including the following:
 - Comp Lit 211 World Literature (3 units)
 - Comp Lit 313E Introduction to Comparative Arts (3 units)
- One more Comparative Literature course at the 300 or 400 level

- 6 units of advanced study (300 level or above) in theoretical or historical courses in music, art history, drama, dance, film or aesthetics. (Students with majors or minors in one of these fields may elect to substitute 6 units of Comparative Literature.)
- Students who minor in Comparative Arts are also expected to have had substantial college-level experience with foreign language study as demonstrated by the completion of either one 400-level foreign language course or two 300-level courses.

Courses

Visit online course listings to view semester offerings for L16 Comp Lit (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L16&crslvl=1:4>).

L16 Comp Lit 1023 Beethoven in His Time and Ours

Ludwig van Beethoven not only composed some of the most significant works of Western classical music -- he continues to make his mark as the prototypical "troubled genius," symbol for a wide range of political causes, subject of numerous films, and classical music's main representative in American pop culture. We will begin with an exploration of Beethoven's life, music, and historical context and continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we will unravel the interaction of music, culture, and mythmaking. No previous musical experience required.

Same as L27 Music 1023

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 1024 Mozart: The Humor, Science, and Politics of Music

Wolfgang Amadeus Mozart is one of the most recognized composers of "classical" music. A child prodigy of astonishing precocity, he has come to symbolize genius for Western culture — a composer whose music embodies superhuman, even Utopian beauty and perfection. In this course, we'll learn that there was more to Mozart. Mozart was a lover of codes and puzzles who delighted in the science of music, a sampler of non-Western music, and a musical humorist whose comedies make provocative statements — ranging from cynical to poignant — about politics, gender and morality. Our focus works will include Mozart's symphonies, piano music, string quartets, and such comedies as *The Magic Flute* and *The Marriage of Figaro*. We'll also explore Mozart's afterlife — how his music has figured in film, literature, and popular culture. This course is open to all undergraduates — no previous musical course work or experience is required.

Same as L27 Music 1024

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 115 First-Year Seminar

A variety of topics in comparative literature, designed for first-year students — no special background is required — to be conducive to the investigation and discussion format of a seminar.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM
BU: HUM EN: H

L16 Comp Lit 137A First-Year Seminar

The destructive, scandal-ridden career of the Roman emperor Nero (mid-first century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself — especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the *Life of Nero* by Suetonius (second century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.

Same as L08 Classics 137

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU:
HUM EN: H

L16 Comp Lit 200C Sanity and Madness

We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures.

Same as L93 IPH 200C

Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

L16 Comp Lit 201A AMP: Classical to Renaissance Literature

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's *Iliad* is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Same as L93 IPH 201C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: HUM EN: H

L16 Comp Lit 211 World Literature

This course teaches ways of reading literature across Eastern and Western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., Orientalism), hybridity and displacement.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L16 Comp Lit 215C Introduction to Comparative Practice I

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers and/or exams.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L16 Comp Lit 228B Theatre Culture Studies I: Antiquity to Renaissance

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.

Same as L15 Drama 228C

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM
BU: HUM, IS EN: H

L16 Comp Lit 249C Paris: The Left Bank

First-year seminar. Taught in English. From the founding of the Sorbonne in the Middle Ages to the strikes and riots of 1968 and from Abelard and St. Thomas Aquinas to Hemingway and Fitzgerald, Camus and Sartre, Beckett and Ionesco, and beyond, the Rive Gauche — or Left Bank — has been the traditional center of Paris's intellectual creativity and political turmoil. This seminar will explore the area's history and political activism, its artistic legacy, and especially its philosophical and literary contributions to contemporary France and the world.

Prerequisite: AP in English, French, or History, or permission of the instructor. Does not substitute for any other French course. Enrollment limited to 15.

Same as L34 French 249C

Credit 3 units. A&S: FYS Art: HUM BU: HUM, IS

L16 Comp Lit 300 Undergraduate Independent Study

Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the chair of the committee.

Credit 3 units. Art: HUM

L16 Comp Lit 3003 Writing Intensive in Ancient Studies

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past. Same as L08 Classics 3003

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L16 Comp Lit 301C Greek Mythology

The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists, and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments. 3 units.

Same as L08 Classics 301C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3023 Jazz in American Culture

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Same as L27 Music 3023

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3040 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact, systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project. Same as L93 IPH 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3050 Literary Modernities in Europe and America: Text and Tradition

The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early 17th century to the 1920s, starting with "Don Quixote." We will explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, and the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice (e.g., Wollstonecraft's "Vindication of the Rights of Women";

Marx's "German Ideology"; Freud's "The Interpretation of Dreams"; Eliot's "Tradition and the Individual Talent"; or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote").

Same as L93 IPH 3050

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 306 Modern Jewish Writers

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 306C Voice, Language and Power: Late Medieval Religious Writing

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy — a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms). Same as L23 Re St 3065

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L16 Comp Lit 3071 Caribbean Literature in English

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise. It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end

of the course, we also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.
Same as L14 E Lit 3071
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 307B Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry and personal narrative. Our readings — by Chinese, Japanese, Korean, and Taiwanese writers and poets — will point to the distinctively different and dramatically shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.
Same as L93 IPH 307
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L16 Comp Lit 311A Topics in English and American Literature: The Environment Crisis Novel

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult course listings for offerings in any given semester.
Same as L14 E Lit 311
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

L16 Comp Lit 311B Topics in English & American Literature: International Modernism

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.
Same as L14 E Lit 311
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

L16 Comp Lit 3123 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.
Same as L93 IPH 3123
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L16 Comp Lit 312A Medieval Romance and Arthurian Legend

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's *Aeneid* to *Sir Gawain and the Green Knight*.
Same as L14 E Lit 3121
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 312C Topics in English and American Literature:

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials-ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen brothers' The Big Lebowski*) to the music of Nirvana and Public Enemy-in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.
Same as L14 E Lit 312W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3132 Romantic Revolutions in European Music and Culture

The early 19th century in Europe witnessed sweeping changes in social, political, and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music — which inspired an idealistic vision of the art form as a source of quasi-spiritual experience — and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although this course requires listening and viewing of musical works, it is designed for students with intellectual curiosity but without prior musical background. We also require weekly readings, occasional presentations, three short papers, and spirited class discussion.
Same as L27 Music 3132
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 313A Topics in English Literature: Asian American Fictions: Space, Place, & the Makings of Asian America

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 313B Nordic Noir Adaptations

The past decade has seen an unprecedented passion for crime fiction, film and TV originating in the Nordic countries, such as Stieg Larsson's *The Girl with the Dragon Tattoo* and the TV series *The Killing* and *The Bridge*. Before they are distributed in the United States, Scandinavian cultural products undergo a degree of adaptation via tactics ranging from translation to subtitling to the creation of complete remakes. Many of these works are also subject to transmedial adaptation (e.g., from the page to the screen). In this course, we will use Nordic noir as a vibrant case study to consider the theoretical implications of adaptations across media and across cultures. In workshops, students will also gain exposure to the practical side of adaptation. No knowledge of Scandinavian languages is required to enroll.

Credit 3 units. BU: HUM

L16 Comp Lit 313E Introduction to Comparative Arts

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians — Aeschylus, Sophocles, and Euripides — and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological

women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's *Chi-Raq* and Luis Alfaro's *Mojada: A Medea in Los Angeles*. The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 320A The Intellectual History of Race and Ethnicity

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Same as L93 IPH 320

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM

L16 Comp Lit 3231 Transatlantic Foreignisms, 1878-1946

Intensive study of one or more American writers. Consult course listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 3301 Topics in Chinese Literature and Culture

A topics course on Chinese literature and culture; subject matter varies by semester

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L16 Comp Lit 331A Topics in Holocaust Studies

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which

Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and a discussion section.

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L16 Comp Lit 343A Literature and Science: Two Cultures?

The relation between biology and literature as it has been examined and expressed in poetry, fiction and nonfiction of the past two centuries.

Same as L14 E Lit 343

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L16 Comp Lit 351 A World of Words

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing and translating. In this course, students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects, and hone their skills as writers, translators and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. In addition to presenting myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean and Chinese. Students who wish to enroll in this course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants for this class.

Credit 3 units. A&S IQ: HUM, WI Art: HUM BU: HUM EN: H

L16 Comp Lit 351B A World of Words

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course, students will enrich their studies in foreign languages, cultures, and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects, and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice between presenting a polished work of translation or a piece of original writing. In addition to myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L16 Comp Lit 3520 Introduction to Postcolonial Literature

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique

by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Same as L14 E Lit 3520

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L16 Comp Lit 352A Topics in Literature

Topics course which varies by semester.

Same as L14 E Lit 3522

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L16 Comp Lit 3552 Introduction to Literary Theory

This course introduces students to some of the most influential theoretical approaches to interpretation applied to English-language literature; to significant conceptual and historical debates about literary and cultural theory; and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of literary interpretation. Theoretical approaches to be featured may include formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies; affect theory; neurocognitive approaches; and disability studies. This course fulfills the literary theory requirement for the English major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.

Same as L14 E Lit 3552

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H UColl: HUM

L16 Comp Lit 3556 Exile in Global French & Francophone Cultures: Senegal, Algeria, & the Caribbean

French is the fifth most spoken language in the world, with an estimated 300 million speakers in 106 countries and territories. It is the only language aside from English to be spoken on five continents, according to the OIF. In the wake of decolonization and the rapid spread of globalization, the French language has been adopted, adapted and transformed in various locales and with widespread cultural implications. This course will aim to explore French culture through the specific case studies of Senegal, Algeria, the Caribbean and Francophone exiles worldwide. We will explore the history, literature, poetry and film of these regions and, in doing so, gain a more nuanced and complex understanding of global French cultures. In this course, we will study a range of works that will provide a window onto the issues of French cultural and national identity in the modern world. We will delve into the role of race, ethnicity, belonging and identity in global French and Francophone societies. Students will gain an understanding of French (post)colonial history and current French politics and culture through novels, poetry and film. Knowledge of French is not required for this class.

Same as L97 GS 3556

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L16 Comp Lit 358C Modern Near Eastern Literatures

This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L16 Comp Lit 369A Reading Sex in Premodern England: Medieval Sexualities

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we will ask certain questions: How does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, and public — inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students will have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels, and scientific treatises. By learning how to "read sex" in premodern literature, students will acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Same as L14 E Lit 369

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L16 Comp Lit 3721 Topics in Renaissance Literature

Same as L14 E Lit 3725

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 375 Topics in Comparative Literature

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L16 Comp Lit 376 Reading Across the Disciplines: Introduction to the Theoretical Humanities

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines — for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to CompLit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like Queer Reading; Human Rights; Fundamentalism; Untranslatability; Big Data; Environmental Humanities. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 376C Topics in Comparative Literature II

Credit 3 units. A&S IQ: HUM

L16 Comp Lit 385 Topics in Comparative Literature

Topics in comparative literature. Subject matter will vary from semester to semester.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 385A Comedy, Ancient and Modern

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

L16 Comp Lit 389 Topics in Comparative Literature: Music and Literature in the Practice of Comparative Arts

Credit 3 units. A&S IQ: LCD Art: HUM BU: HUM EN: H

L16 Comp Lit 394 Worldwide Translation: Language, Culture, Technology

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation

as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various iPhone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Basnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L16 Comp Lit 395 Paris and New York: The Art of the City
The cultural icons Paris and New York exert a powerful hold on our imagination. We will explore how the French and Americans define themselves, and each other, through their premiere cities. The themes of integration and isolation, class and race, innovation and tradition, and commemoration and celebration will ground our discussions of writers Zola ("Therese Raquin"), Wharton ("The Age of Innocence"), Proust ("Swann's Way"), Foer ("Extremely Loud and Incredibly Close"), Krauss ("The History of Love"), Truong ("The Book of Salt"), and Gopnik ("Paris to the Moon"); painters Vuillard, Caillebotte, and de Kooning; photographers Brassai, Cartier-Bresson, Doisneau, Ronis, Abbott, Hine, and Stieglitz; and filmmakers Godard ("Breathless"), Allen ("Manhattan," "Midnight in Paris"); Jeunet ("Amelie Poulain"), and Kassovitz ("Hate"). Through our study of public spaces (the Brooklyn Bridge, the Twin Towers, the Eiffel Tower, and the streets themselves), we will consider how each city functions as a site of memory even as it fashions the future.
Credit 3 units.

L16 Comp Lit 4012 Staging Atrocity: Theatre of the Holocaust
Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second

generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).
Same as L15 Drama 4011
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 403A Senior Thesis Tutorial
Same as L93 IPH 403
Credit 3 units.

L16 Comp Lit 405A Theory and Methods in the Humanities
Same as L93 IPH 405
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 409C Beyond Geography: The Meaning of Place in the Middle East
This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics covered include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts range from analytical essays to novels, memoirs and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A.B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic, and Middle Eastern Studies, but it is open to advanced undergraduates and graduate students. Prerequisites: course work in JIMES and senior standing or permission of instructor.
Same as L75 JIMES 409
Credit 3 units. A&S IQ: HUM, LCD EN: H

L16 Comp Lit 4100 Medieval Women's Writing
Topics course in Medieval English literature.
Same as L14 E Lit 4101
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 411 The Empire Writes Back
Britannia did indeed once rule the waves, controlling an empire that encompassed a quarter of the globe. In the estimation of many, literature was a crucial component of its power. This course will examine the nature of Britain's cultural power, as well as the ways colonial authors answered back through an assertive rewriting of the British canon. We will read classic texts of British literature - Charlotte Brontë's JANE EYRE, E.M. Forster's HOWARD'S END, Joseph Conrad's HEART OF DARKNESS - in tandem with later reworkings of them by authors such as Zadie Smith and Jean Rhys, in order to tease out the implications of literary emendation and adaptation. The course will also look at film versions of these works, as well as some critical theories of revision, hoping to shed light on both the opportunities and the pitfalls of attempting to critique a system of thought within the constraints of that very system.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L16 Comp Lit 4111 Pastoral Literature

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.
Same as L93 IPH 4111
Credit 3 units. A&S IQ: HUM, LCD EN: H

L16 Comp Lit 415A Music in the Romantic Era: Aesthetics and Ideologies

This course explores pivotal developments in 19th-century thinking about music's cultural and aesthetic significance -- developments that reverberate well beyond that historical period. Rather than surveying repertoire, we will emphasize in-depth exploration of selected issues and music, reading important contemporary writings and grappling with challenging musical works. Our topics will include discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences. Our topics will include, to cite but a few examples, discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences.
Same as L27 Music 415
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 418A Victorian Literature and Postcolonial Studies

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold and Pater.
Same as L14 E Lit 418
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L16 Comp Lit 4204 Film Theory

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings.
Same as L53 Film 420
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L16 Comp Lit 420A Topics in English and American Literature

Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.
Same as L14 E Lit 420
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 420B Topics in Literature: The Novel and Globalization

Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.
Same as L14 E Lit 420
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 423A Topics in American Literature: Diaspora and the African American Literary Tradition

Same as L14 E Lit 423
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

L16 Comp Lit 425A Humanities by the Numbers

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we will juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We will ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class will introduce you to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200-level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined will vary from semester to semester. Please refer to semester course listings for current offerings.
Same as L93 IPH 425
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 426 Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyashastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused

on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.

Credit 3 units. A&S IQ: SSC EN: S

L16 Comp Lit 429 The Commedia Dell'arte

This course explores the history, style and dynamics of the commedia dell'arte: an originally Italian type of improvisational theater that has flourished from the time of Shakespeare to the present day. As we study, we will also put this theater on its feet. Students with a background and interest in improvisation are encouraged to take the class. (At the same time, no acting background is required to take the course--just a willingness to try.) We will examine primary and secondary texts regarding the Italian "golden age" of 1570-1625, and we will study the flowering of the commedia dell'arte in Paris during the seventeenth century. The influence of the commedia dell'arte on Shakespeare and Molière will be examined, and we will experiment with a new body of French scenarios from the time of Molière that have never before been translated into English. Questions of theater and performance history will be examined, as we consider various historical myths regarding this theater in the light of actual primary documents. We'll spend the final part of the course looking at political uses of this form of theater in the twentieth and twenty-first centuries, considering things like the San Francisco Mime Troupe, the radical socialist theater of Dario Fo, and the international Theater Hotel Courage that uses commedia-style performance for social change.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L16 Comp Lit 4300 Data Manipulation for the Humanities

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.

Same as L93 IPH 430

Credit 1 unit. EN: H

L16 Comp Lit 4310 Statistics for Humanities Scholars

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course students should be able to evaluate statistical

arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.

Same as L93 IPH 431

Credit 3 units. A&S IQ: HUM, AN EN: H

L16 Comp Lit 432A Programming for Text Analysis

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Same as L93 IPH 432

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 435A Expressionism in the Arts

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theatre from Wedekind to Toller and Kaiser; such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor.

Same as L15 Drama 435

Credit 3 units. Art: HUM

L16 Comp Lit 436 Seminar in Dramatic Theory

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character and thought, and attempt to apply them to drama up to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices and perspective. Brecht's theory of "epic drama" forms the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation.

Credit 3 units. Art: HUM

L16 Comp Lit 440A James Joyces Ulysses

Same as L14 E Lit 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 449 Topics in Comparative Literature:

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 449A Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyasastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.

Same as L15 Drama 449

Credit 3 units. A&S IQ: SSC EN: S

L16 Comp Lit 450A Interdisciplinary Topics in the Humanities: Freedom | Information | Acts

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L16 Comp Lit 450B Interdisciplinary Topics in the Humanities

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM

L16 Comp Lit 450C Interdisciplinary Topics in the Humanities: Romancing the Ruins

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM

L16 Comp Lit 450E Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives

An intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues

and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation.

Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 450

Credit 3 units. A&S IQ: HUM, LCD EN: H

L16 Comp Lit 455C Senior Colloquium

Same as L93 IPH 455

Credit 3 units. A&S IQ: HUM EN: H

L16 Comp Lit 461A Topics in English Literature I

This course involves studies of special subjects, such as allegory and symbolism in the medieval period, the sonnet in English literature, and English poetry and politics. Consult the course listings for the current subject.

Same as L14 E Lit 461

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 462A Topics in Literature: Virtual Reality: Multimedia Stein

Credit 3 units. BU: HUM

L16 Comp Lit 4647 Ancient Madness

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: The history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.

Same as L08 Classics 4647

Credit 3 units. A&S IQ: HUM, LCD EN: H

L16 Comp Lit 470A Interdisciplinary Topics: Modeling Cultural Systems

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L16 Comp Lit 4710 Topics in Japanese Culture: Reminiscences of Childhood and Youth

A topics course on Japanese culture; topics vary by semester.

Same as L03 East Asia 471

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L16 Comp Lit 471A Topics in Modern Arabic Literature

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH EN: H

L16 Comp Lit 486 The Business of Books

Book publishing shapes our literary and intellectual landscape in defining ways, yet only with the recent rise of Publishing Studies has the theory and practice of publishing become a serious subject of attention within the academy. This course offers a broad introduction to publishing, with a practical emphasis on contemporary literary publishing. We will explore how publishing communities form in relation to aesthetics, demographics, and technologies, and will consider how ethics and business practices are defined within these communities. On the applied side, we will study editing, contracts, marketing, sales & distribution, infrastructure, and media, and students will write reader's reports, marketing plans, and a final paper analyzing a contemporary publishing project and placing its work in relation to the historical and cultural context, demonstrating how each particular publishing practice is adapted to its own cultural ecosystem. Industry professionals will visit to speak with the class by Zoom, and Professor Riker brings two decades of experience as a book publisher, author, and reviewer. Alongside these other activities, over the course of the semester students will follow the progression of a book published by the nationally acclaimed publishing house Dorothy, a Publishing Project, of which Professor Riker is the publisher.

Same as L14 E Lit 486

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L16 Comp Lit 493 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 494 Seminar: Diverse Topics in Literature

This course may offer a variety of topics. Semester subtitle varies. It has been offered as an in-depth study of the individual through autobiographies; and as a course on visual poetics from antiquity to the present. Consult the department for further details.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 495 The 19th-Century Novel: Ambition and Desire

Seminar in Comparative Literature Studies. Topics vary. Consult course listings for current semester's offering.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L16 Comp Lit 497 Independent Work for Senior Honors

One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student receives credit only or Honors.

Prerequisites: senior standing and permission of chair of the committee.

Credit 3 units.

L16 Comp Lit 4970 Performance Theory

This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multi-disciplinary perspective, students will consider how cultures produce meanings-and, indeed, perform those meanings-to create and/or disrupt their own social coherence. Theories likely to be studied include: J. L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform "theater studies" into "performance studies;" Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of "performance art;" and Judith Butler's influential revision of Austin's performative in her theory of queer "performativity."

Same as L15 Drama 497

Credit 3 units. A&S IQ: HUM EN: H

L16 Comp Lit 498 Independent Work for Senior Honors

Advanced work as indicated in Comp Lit 497. Prerequisites: senior standing and permission of chair of the committee.

Credit 3 units.

L16 Comp Lit 4980 Spenser

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an interinstitutional effort to produce a traditional print edition of the *Complete Works of Edmund Spenser*.

Same as L14 E Lit 498

Credit 3 units. A&S IQ: HUM EN: H

L16 Comp Lit 498A Spenser Lab

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).

Same as L14 E Lit 498W

Credit 4 units. A&S IQ: HUM, WI EN: H

Dance

Students may select dance as a major through the Performing Arts Department (p. 904). This Bachelor of Arts course of study combines intensive studio work in the technique and theory of modern dance, ballet and composition with seminars that examine dance both as a global phenomenon reflecting culturally historic and aesthetic features as well as an area of scientific research with therapeutic applications. The major also

includes a broad range of courses, such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. Students may also choose to minor in dance or in world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside of Euro-American traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

Students who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists in residence who teach master classes and set choreography.

In addition, the department offers many opportunities for students to perform and present their work. Washington University Dance Theatre holds annual auditions, and selected students will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. Students particularly interested in performing may audition for the student repertory company Washington University Dance Collective (WUDC). WUDC rehearses and performs throughout the year at area venues as well as on campus. Every spring, student choreographers can audition their work for Student Dance Showcase, which is directed and produced by Washington University dance students. Each year, students have the opportunity to attend the regional American College Dance Conference, where they may take master classes, perform, present choreography and receive feedback from internationally recognized professional dance artists.

Contact: Cecil Slaughter
Phone: 314-935-8075
Email: cslaughter@wustl.edu
Website: <http://pad.artsci.wustl.edu>

Faculty

Chair

Julia Walker (<https://pad.wustl.edu/people/julia-walker/>)
PhD, Duke University
(Drama)

Professors

Robert K. Henke (<https://pad.wustl.edu/people/robert-henke/>)
PhD, University of California, Berkeley
(Drama)

Henry I. Schvey (<https://pad.wustl.edu/people/henry-i-schvey/>)
PhD, Indiana University
(Drama)

Associate Professors

Pannill Camp (<https://pad.wustl.edu/people/pannill-camp/>)
PhD, Brown University
(Drama)

Paige McGinley (<https://pad.wustl.edu/people/paige-mcginley/>)
PhD, Brown University
(Drama)

Assistant Professors

Joanna Dee Das (<https://pad.wustl.edu/people/joanna-dee-das/>)
PhD, Columbia University
(Dance)

Elizabeth Hunter
PhD, Northwestern University
(Drama)

Teaching Professors

Robert Mark Morgan (<https://pad.wustl.edu/people/robert-mark-morgan/>)
MFA, San Diego State University
(Drama)

Andrea Urice (<https://pad.wustl.edu/people/andrea-urice/>)
MFA, University of Virginia
(Drama)

Professors of Practice

Christine Knoblauch-O'Neal (<https://pad.wustl.edu/people/christine-knoblauch-oneal/>)
Director of Graduate Studies, Dance (MFA)
PhD, Texas Woman's University
(Dance)

David W. Marchant (<https://pad.wustl.edu/people/david-marchant/>)
MFA, University of Iowa
(Dance)

Jeffery S. Matthews (<https://pad.wustl.edu/people/jeffery-matthews/>)
MFA, Virginia Commonwealth University
(Drama)

Annamaria Pileggi (<https://pad.wustl.edu/people/annamaria-pileggi/>)
MFA, Brandeis University
(Drama)

Cecil Slaughter (<https://pad.wustl.edu/people/cecil-slaughter/>)
MFA, University of Iowa
(Dance)

William Whitaker (<https://pad.wustl.edu/people/william-whitaker/>)
MFA, Florida Atlantic University
(Drama)

Artist-in-Residence

Ron Himes (<https://pad.wustl.edu/people/ron-himes/>)
Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University
(Drama)

Distinguished Performing Artist

Antonio Douthit-Boyd
Distinguished Performing Artist
(Dance)

Senior Lecturer

Sean Savoie (<https://pad.wustl.edu/people/sean-savoie/>)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Lecturer

Dominique Green (<https://pad.wustl.edu/people/dominique-green/>)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Postdoctoral Fellow

Elinor Harrison
PhD, Washington University in St. Louis
(Dance)

Professor Emerita

Mary-Jean Cowell (<https://pad.wustl.edu/people/mary-jean-cowell/>)
PhD, Columbia University
(Dance)

Majors

The Major in Dance

Total units required: 34 units, with a minimum of 18 units at the 300 level or above

Studio dance courses at Washington University are an integrated combination of both praxis and the study of the historical, cultural and aesthetic theory of dance as an art form. Although course work is required in all aspects of the dance major, students may individually choose to emphasize their study in one of three areas: dance performance, choreography, or history/theory.

All dance majors must take the following courses (13 units):

Code	Title	Units
Dance 203	Composition I	3
Dance 303	Composition II	3
Dance 212E	Introduction to Theater Production	3
Dance 3101	Dance Improvisation: Spontaneous Composition & Performance Techniques	2
Dance 305Z or Dance 312	Music Resources for Dance Accompaniment Techniques for Dance	2
Total Units		13

Plus 6 units from the following studio technique courses:

Breadth Requirement: The dance major must complete studio dance technique course work in at least two dance genres (e.g., modern, ballet, jazz).

Note: Any of these courses may be taken as electives if they are not taken in fulfillment of the requirement.

Code	Title	Units
Dance 300	Jazz Dance II	2
Dance 301	Theory and Technique of Modern Dance III	2
Dance 3021	Theory and Technique of Modern Dance IV	2
Dance 321	Classical Ballet: Intermediate I	2
Dance 3221	Classical Ballet: Intermediate II	2
Dance 401	Theory and Technique of Modern Dance V	2
Dance 4021	Theory and Technique of Modern Dance VI	2
Dance 403	Jazz III	2
Dance 415	High Intermediate Ballet I	2
Dance 416	High Intermediate Ballet II	2
Dance 4281	Classical Ballet III	2
Dance 4291	Classical Ballet IV	2

Plus 6 units of the following history/theory courses:

Code	Title	Units
Dance 316	Histories of Theatrical and Concert Dance	3
Dance 331	Movement and Meaning: Dance in a Global Context	3
Dance 340	Ballet as Ethnic Dance and Classical Art	3
Dance 342	Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration	3
Dance 363	The Neuroscience of Movement: You Think, So You Can Dance?	3

Dance 426	Performing the Political in American Dance	3
Dance 433	Performing Gender and Sexuality in America	3

Plus 9 units of elective courses:

Students may choose any L29 dance courses at the 200 level or above, including University College dance and somatic studies courses (U31), that have not already been taken in fulfillment of the requirements above.

Dance majors may also choose from the following drama courses:

Code	Title	Units
Drama 304	Makeup for the Stage	2
Drama 3081	Costume Rendering and Design	3
Drama 309	Stage Technology	3
Drama 310	Stage Lighting	3
Drama 361	Stage Management	3
Drama 396	History of Western Costume	3

Additional Information

Study Abroad: Washington University students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand; the University of Ghana, Legon; and Roehampton University, London. With approval from the dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

Minors

The Minor in Dance

Total units required: 17 units

Studio-based/technique courses (9 units):

At least 6 of these units must be at the 300 level or above. Students must select from the following list:

Code	Title	Units
Ballet		
Dance 221	Fundamentals of Classical Ballet	2
Dance 222	Fundamentals of Classical Ballet	2
Dance 321	Classical Ballet: Intermediate I	2
Dance 3221	Classical Ballet: Intermediate II	2
Dance 3224	Intermediate Pointe Technique	1
Dance 415	High Intermediate Ballet I	2
Dance 416	High Intermediate Ballet II	2
Dance 4281	Classical Ballet III	2
Dance 4291	Classical Ballet IV	2
Modern		

Dance 106E	Introduction to Dance as a Contemporary Art Form	2
Dance 201E	Theory and Technique of Modern Dance I	2
Dance 202	Theory and Technique of Modern Dance II	2
Dance 240	Afro-Modern Dance (Dunham Technique)	2
Dance 301	Theory and Technique of Modern Dance III	2
Dance 3021	Theory and Technique of Modern Dance IV	2
Dance 3101	Dance Improvisation: Spontaneous Composition & Performance Techniques	2
Dance 311	Modern Dance and the African-American Legacy	2
Dance 401	Theory and Technique of Modern Dance V	2
Dance 4021	Theory and Technique of Modern Dance VI	2
Dance 413	Modern Dance and the African American Legacy II	2
Jazz		
Dance 297	Fundamentals of Jazz Dance	2
Dance 300	Jazz Dance II	2
Dance 403	Jazz III	2
West African		
Dance 343	West African Music and Dance in Context	2

Composition course (3 units):

Code	Title	Units
Dance 203	Composition I	3

History/theory course (3 units):

Students must select from the following list:

Code	Title	Units
Dance 316	Histories of Theatrical and Concert Dance	3
Dance 331	Movement and Meaning: Dance in a Global Context	3
Dance 340	Ballet as Ethnic Dance and Classical Art	3
Dance 342	Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration	3
Dance 363	The Neuroscience of Movement: You Think, So You Can Dance?	3

Dance 426	Performing the Political in American Dance	3
Dance 433	Performing Gender and Sexuality in America	3

Elective courses (2 units): Any additional history/theory course or studio-based/technique course at the 300 level or above may be used to fulfill this requirement.

The Minor in World Music, Dance and Theater

For the world music, dance and theater minor, visit the Performing Arts page (p. 906) of this *Bulletin*.

Courses

Visit online course listings to view semester offerings for L29 Dance (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L29&crslvl=1:4>).

L29 Dance 106E Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 107 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed — on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life — from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program. Same as L61 FYP 107
Credit 3 units. A&S: AMP A&S IQ: LCD, SC BU: HUM, IS EN: H

L29 Dance 1080 Encountering Chinese Culture: Performing Tradition, Engendering Transformations

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese

language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed ones — are reconfigured in new cultural representations and practices.

Same as L61 FYP 1080

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD BU: HUM, IS

L29 Dance 200 Tutorial

Supplementary work at the low intermediate level in ballet and modern dance at times to be determined. Prerequisites: sophomore standing and permission of the Director of Undergraduate Dance Studies. Credit to be determined in each case.

Credit variable, maximum 6 units. A&S IQ: HUM EN: H

L29 Dance 201E Theory and Technique of Modern Dance I

Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and video expand on theory embodied in the class work and give an historical overview of modern dance in the U.S. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 202 Theory and Technique of Modern Dance II

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at two to three performances required. Prerequisite: Dance 201 or permission of the instructor.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 203 Composition I

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisite: Dance 201 or permission of the instructor; concurrent registration in a technique class required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L29 Dance 212E Introduction to Theater Production

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and

culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.
Same as L15 Drama 212E
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 213 Improvisation I

This course explores the process and art form of creative, expressive, spontaneous dance making. Students learn to move and respond simultaneously in the moment, developing skills of communication, observation, performance and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out-of-class projects.
Credit 1 unit. Art: HUM

L29 Dance 221 Fundamentals of Classical Ballet

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 222 Fundamentals of Classical Ballet

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on New York City Ballet as a repository for the choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 240 Afro-Modern Dance (Dunham Technique)

This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester.
Credit 2 units.

L29 Dance 257 Dance Theater Production

Experience in technical production. Required stage work includes two studio dance productions supervised by faculty. Prerequisite: Dance 212E.
Credit 1 unit. A&S IQ: HUM EN: H

L29 Dance 296 Internship

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L29 Dance 297 Fundamentals of Jazz Dance

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 300 Jazz Dance II

Intermediate to high intermediate work in jazz dance technique, including choreographic phrases emphasizing stylistic clarity and more complex rhythmic structure. Variable content; may be repeated once for credit in a subsequent semester. Preference given to students registering for the first time. Prerequisite: Dance 297 or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 301 Theory and Technique of Modern Dance III

This course presents technique and related concepts for the intermediate-level student. There is greater emphasis on the student's ability to accurately replicate or individually interpret choreographic material. Related reading, video assignments on contemporary dance developments, and attendance at two to three performances required. Content varies by semester, and this course may be repeated for credit in a subsequent semester. Prerequisite: Dance 202, recommendation of the student's previous Washington University instructor, or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 302 Theory and Technique of Modern Dance III

Prerequisite: permission of the instructor.

Credit 3 units. BU: HUM

L29 Dance 3021 Theory and Technique of Modern Dance IV

Continuation of Dance 301. The content of this course varies, and the course may be repeated for credit in a subsequent semester. Prerequisite: Dance 301, recommendation of the student's previous Washington University instructor, or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 303 Composition II

This is a workshop for students with experience in choreography, and it involves the study of approaches to dance composition, with related improvisation problems. Work outside of studio hours is expected. Prerequisites: Dance 203 and permission of instructor; concurrent registration in a technique course is required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L29 Dance 3033 Music, Sound, and the Body

How do musicians use their bodies when creating music? How do audiences, listeners, and dancers feel music in their bodies and contribute to making sound? This course explores embodied perspectives on making, sensing, and moving to music and sound. Examining theories of the body and the senses as they relate to sound practices, the course draws on scholarship from ethnomusicology, anthropology, sound, dance and performance studies, music cognition and other fields. Case studies include EDM, reggae, and salsa dance; Afro-Brazilian and Buddhist religious practices; and music healing and therapy. Because centering the body means considering lived experience along intersecting axes of difference, course readings and discussions will focus on issues of race, ethnicity, gender, sexuality, and (dis)ability. Students will develop their own ethnographic project, and they will be asked to participate in music-movement workshops throughout the course. However, neither previous dance experience nor normative bodily ability are required. Same as L27 Music 3033

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 305Z Music Resources for Dance

Analysis of Western (Europe, America), world (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.). Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisites: for dance students at the intermediate or advanced level.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L29 Dance 308 Dance Composition Projects

Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of one semester course work in composition or permission of the instructor.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 309 Composition and Technique II

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class are expected. Prerequisite: Dance 201, Dance 203 or permission of instructor.

Credit 4 units. A&S IQ: HUM BU: HUM EN: H

L29 Dance 310 Dance Improvisation II

Continuation of Dance 213. Prerequisites: Dance 213 or permission of instructor; concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.

Credit 1 unit. A&S IQ: HUM

L29 Dance 3101 Dance Improvisation: Spontaneous Composition & Performance Techniques

Dance improvisation is a cumulative, integrative practice, applying every skill the performer can bring to the spontaneous present in which creative process and performance is simultaneously one and the same. In this course, students learn and create processes for improvising dance/performance art, with an aim toward developing integrated skill in: dance technique, intuitive movement invention, partnered dancing, collaborative process, performance presence/expressivity, and compositional form. Applications include improvising compositions for theatrical stage, site-specific venues, and for camera-based artistic mediums. Meets requirement for dance major. Prerequisite: Students must be qualified at 300 level in any genre of dance technique, or obtain special permission of instructor. This course is optimal for students who have previously taken Dance Composition (L29 203/208/303/309), and/or Contact Improvisation (U31 212), though they are not prerequisites. May be repeated once for credit.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 311 Modern Dance and the African-American Legacy

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works are considered modern dance classics, and some depict important historical events. Through the medium of dance aided by discussions, videos, and class reading assignments, the choreographers' works are analyzed for form, content, and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: One to two years of training in modern, jazz, or ballet.

Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

L29 Dance 312 Accompaniment Techniques for Dance

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from Western and non-Western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of social contexts. Students have opportunities to assist in accompanying modern dance classes. Minimum of two to three hours a week of individual practice and/or listening to recordings expected.

Credit 2 units. A&S IQ: HUM Art: HUM EN: H

L29 Dance 316 Histories of Theatrical and Concert Dance

This course is a survey of dance on the stage. It examines the interrelated histories of ballet, modern, jazz, hip hop, and musical theatre dance, and it discusses how these forms have converged in today's contemporary dance scene. It offers an overview of key artistic movements, both mainstream and avant-garde, while examining selected dances through a combination of formal analysis and a consideration of the social and political contexts that contributed to their meaning. Students will learn how to analyze dance using a variety of sources, such as visual art, photographs, film, and written texts. The classroom format will emphasize discussion. Throughout the course, we will interrogate the categories of "theatrical dance" and "concert dance," seeing how the definitions have changed over time to include or exclude certain types of dancing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L29 Dance 316E From Romantic to Postmodern Dance

An overview of European and American theatre dance from the early 19th century to the present. Topics include: Isadora Duncan's work as transition and revolution, Orientalism in early modern dance and the Diaghilev Ballets Russes, the "reconstruction" of the dancer's body, gender issues in movement vocabulary, choreographic content and professional working conditions, the emergence of modernism and postmodernism in dance. Seminar format emphasizing discussion of reading and dance videos.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L29 Dance 319 Stage Lighting

This course will place an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student will learn how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This will culminate in a stage design in collaboration with directing or dance class. Upon completion of the course, the student will be able to speak eloquently on design theory and be able to move on to further design study in Advanced Lighting Design: L15 410.

Same as L15 Drama 310

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L29 Dance 321 Classical Ballet: Intermediate I

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of the instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 3221 Classical Ballet: Intermediate II

Special emphasis on the development of adagio, allegro and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 3224 Intermediate Pointe Technique

This course is designed for dancers with a basic foundation and understanding of pointe technique. The focus of the course is the strengthening of the overall presentation of the pointe technique while additionally developing the performance quality of the dancer. Variable content; may be repeated for credit in a subsequent semester. Corequisite registration in Dance 3221, 416 or 4291, and permission of the instructor.

Credit 1 unit. A&S IQ: HUM EN: H

L29 Dance 323 Topics in Theater

Explores a variety of special interest topics in theater. Consult the course listings.

Same as L15 Drama 321

Credit 3 units. A&S IQ: HUM EN: H

L29 Dance 331 Movement and Meaning: Dance in a Global Context

This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, influences social norms, political institutions, aesthetic ideals and cultural practices. As we compare dance forms across the globe, we will also examine issues of race, gender, sexuality and ethnicity, analyzing how dance literally embodies identity. At the same time, we will discover how contemporary unequal power hierarchies bear on our designation of some dance forms as "Western" and others as "world" or "ethnic." Tensions around assessment of authenticity/creativity, adaptation/appropriation, agency/resistance, and cultural hierarchies such as vernacular/modern, shift with social and political hegemony and with the individual's position as insider or outsider relative to ethnic self-identification and traditional forms of expression. The first part of the course introduces the student to different methodological approaches to studying dance. Throughout the semester, the usual process of the course will be discussion of assigned reading and viewing and analyzing together dance videos shown in class. A few dance workshops will be included (for which no previous dance training is necessary). Required work includes a few short assignments, a take-home midterm exam, a project on a topic of student's choice but related to course focus, a 20-minute presentation of student's project/paper, and a final take-home exam.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: CPSC, HUM BU: HUM, IS EN: H

L29 Dance 332 Mind-Body: Integral Practices

The mind and the body are not only connected, they are a fundamental unity, always functioning in a coordinated state. Whether or not we coordinate them well or badly is a choice we make, whether we are conscious of choosing or not. Many so-called "physical" exercises, activities and arts suffer from a lack of adequate skills of sensation, attention, perception and conscious control. Conversely, many so-called "mental" activities lack adequate awareness of the bodily underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of Self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class introduces students to "somatic," or "integral" practices — activities that are inherently more effective at developing the aspects of Self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (e.g., athletics, martial arts, dance, etc.) is preferable but not required.

Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 340 Ballet as Ethnic Dance and Classical Art

This course examines the origins and major developments in ballet theory, technique and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues considered include: the influence of classic Greco-Roman theater on the themes, aesthetic ideals and theorization of ballet; analysis of ethnic content not only in thematic material

but in ballet movement vocabulary and training process; the conscious reformulation in the United States of European ballet as an equally American art form; the expansion of Euro-American "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion and video materials. Three five- to seven-page papers and final. No prerequisites.

Credit 3 units. A&S IQ: HUM, SD, WI BU: HUM

L29 Dance 342 Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration

This is a course designed to introduce the student to the intersections of creative, collaboration and critical thinking in Western Theatrical Dance. This course begins with a review of the literature on creativity, creative collaboration, the process of creating Western Theatrical Dance, and critical thinking. The course continues as an overview of these issues while presenting the intersection and interaction of these elements, which form the creative collaboration of Western Theatrical Dance. The students read from both texts and articles on creativity, creative collaboration, the process of creating Western Theatrical Dance in the 20th and 21st centuries, and critical thinking.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L29 Dance 343 West African Music and Dance in Context

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L29 Dance 363 The Neuroscience of Movement: You Think, So You Can Dance?

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation

on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L29 Dance 372 Advanced American Musical Theatre

This course will focus on developing the acting, singing and dancing techniques required for performing in musical theater. The student will develop group pieces and will participate in scenes that explore character within a musical theater context. The class will culminate in a workshop performance. Prerequisite: Drama 221 and permission of instructor, by audition. Repeatable one time for credit.

Same as L15 Drama 372

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 384 Digital Media for the Stage

Entertainment technology continues to evolve and push boundaries by taking our imagination and turning it into a version of reality. Digital Media will attempt to explore some of the tools used to bridge the two worlds of thought and sight. We will learn how to think creatively about imagery and how to paint that onto a stage through a different type of light: digital. Using QLab and Green Hippo — two of the most widely used media control systems in the world — we will learn how to deliver thought-provoking illusions of light and texture on the stage.

Same as L15 Drama 384

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 394W Writing For and About the Theater

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Same as L15 Drama 394W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 400 Dance Production Projects

Students may receive credit for work on special dance-related production projects conceived by students and supervised by faculty. Contracts must be signed by the student, faculty supervisor, and the coordinator of Dance 400 before work on the project commences. Students should register for this course after work is completed. Prerequisite: permission of the dance faculty.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 401 Theory and Technique of Modern Dance V

The course emphasis is on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work, related readings, and projects. Variable content: may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 with recommendation of the student's previous 302 instructor or permission of the 401 instructors.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 402 Theory and Techniques of Modern Dance IV

Emphasis on more complex and intensive technical work. Prerequisite: permission of the instructor.
Credit 3 units.

L29 Dance 4021 Theory and Technique of Modern Dance VI

This course is a continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 401 with recommendation of the student's previous 401 instructor or permission of the 4021 instructors.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 403 Jazz III

Jazz III is primarily a studio course based on traditional jazz with strong elements of ballet technique, hip-hop, Broadway, and street jazz. The main focus of the class will be on increased technical proficiency and development as an expressive performer. The studio work will introduce exercises and movement phrases that challenge the dancer's skill level, and encourage a personal exploration that further enhances the dancer's individual expression and style. Studio work will be supported by individual research on the field of jazz dance. Variable content: may be repeated once for credit. Prerequisites: high-intermediate training in jazz dance technique and permission of the instructor.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 404 Composition IV

The exploration of choreographic problems in small and large ensembles. Prerequisite: completion of Dance 303, senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended.
Credit variable, maximum 3 units.

L29 Dance 4041 Composition III

The exploration of choreographic problems for small and large ensembles. Prerequisite: senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended.
Credit variable, maximum 3 units. A&S IQ: HUM

L29 Dance 4052 Music, Sound, and the Body

This course examines theories of the body, embodiment, and the senses as they relate to music and sound practices. Readings draw on scholarship from ethnomusicology, anthropology and geography of the senses, sound studies, dance studies, performance studies, and music cognition. If ethnomusicology is "the study of people making music," this course explores how people make and experience music and sound with their bodies, through the full range of their senses. We will consider questions surrounding the ways in which musicians, audiences,

listeners, and dancers perceive and experience music in their bodies and contribute to the making of sound. By centering the body, we will necessarily consider lived experience along intersecting axes of difference such as race, ethnicity, gender, sexuality, and (dis)ability. Course readings and discussions will therefore focus on the social and political affordances and limitations of body-based practices and their theorization. Case studies will include a broad range of sound-movement practices, from electronic dance music and black social dance to Sufi and Buddhist religious practices, queer taiko drumming, and deaf music-making. Over the course of the semester, students will develop their own project exploring course themes, and they will be asked to participate in music-movement workshops throughout the course. This is an upper-level/graduate-level course, so some knowledge of music and/or dance concepts is assumed, but neither previous music/dance experience nor normative bodily ability are required.

Same as L27 Music 4052

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

L29 Dance 407 Topics in Dance Techniques

Explores a variety of special interest topics in dance techniques. Consult the course listings for the semester topic.
Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 413 Modern Dance and the African American Legacy II

This course focuses on works by 2-3 renowned African-American choreographers. The selected choreographers are chosen for their contributions to the field of American modern dance based primarily on their explorations regarding the process and dynamics of building community — the sense of community as experienced through the lens of African-American cultural values and aesthetics as it pertains to the creative process. Therefore, the course focuses on viewing the body as a site for the exchange of ideas concerning humanity. Students investigate these choreographers through learning excerpts of their choreography and choreographing personal responses, as well as through related readings, videos and independent research.

Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

L29 Dance 414 Advanced Stage Lighting

This course is an advanced continuation of Drama 310 Stage Lighting. Emphasis is placed on cultivating design aesthetics and on the further exploration of controlling light in both laboratory and live settings. Students will dive deeper into color theory, light plot development, and ultimately into advanced lighting console programming. The course objectives will cover a wide range of production styles and performance venues within a series of challenging design projects. Prerequisite: L15 310 or permission of instructor.

Same as L15 Drama 410

Credit 3 units. A&S IQ: HUM EN: H

L29 Dance 415 High Intermediate Ballet I

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance

at and critical analysis of one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 416 High Intermediate Ballet II

A course designed for the high intermediate dancer in preparation for Dance 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prerequisites: B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 418 Variations in the Ballet

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or Dance 4281 with some pointe training, and permission of instructor. Credit 1 unit. A&S IQ: HUM EN: H

L29 Dance 423 Pointe Technique

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: concurrent registration in Dance 321 or 4281 and B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 1 unit. A&S IQ: HUM

L29 Dance 424 Pointe Technique

Designed for dancers with a basic foundation in pointe work. Concurrent registration in Dance 322 or 4291 and permission of instructor. Repeatable one time for credit in subsequent semester. Credit 1 unit. A&S IQ: HUM EN: H

L29 Dance 426 Performing the Political in American Dance

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary. Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: CPSC BU: BA EN: H

L29 Dance 4281 Classical Ballet III

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at one to two ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 3221 and Dance 415 or Dance 416. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 4291 Classical Ballet IV

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor, and B+ or better in 3221 and 415 or 416. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 430 Dance Pedagogy

In this course students will learn methods of instruction, assessment and how to develop dance curriculum for K-12. Students will design classes based on national standards, grade-level expectations and sound dance principles. In the studio they will teach each other sample lessons that they have developed. This class will cover dance competencies required by DESE for beginning teachers of dance. We will pay attention to current trends in arts education. Our discussion will include the diversity of student populations and how to prepare and respond. We will discuss the role of the arts in education and the dance teacher's role as classroom instructor, arts integration instructor, diplomat and arts advocate. Credit may be applied toward the education major and potentially toward state certification. Prerequisite: minimum of two semesters of upper-level course work in dance technique. Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 433 Performing Gender and Sexuality in America

This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early 19th century to the present. Although performance happens in everyday life, we will primarily focus on how the stage has been a potent space for debating issues related to gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, which signals that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L29 Dance 453 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students

gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L29 Dance 457 Dance Repertory

Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 458 Dance Repertory

Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 479 Fundamentals of Sound Design

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of, and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research oriented exercises as well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisite: Drama 212 and permission of instructor. Same as L15 Drama 479

Credit 3 units. A&S IQ: HUM EN: H

L29 Dance 493 Senior Project

Specialized project in a selected area in dance. The student will work individually under the supervision of a faculty member. Submission of student proposal prior to registration. Final self-evaluation essay required. Prerequisite: permission of the coordinator of the Dance Division.

Credit variable, maximum 3 units.

L29 Dance 499 Study for Honors

An honors thesis or performance and thesis project designed by the student, and supervised and assessed by a faculty committee. Prerequisites: senior standing, grade point of 3.65, and 3.65 in dance classes, and permission of the coordinator of the dance division.

Credit variable, maximum 6 units.

L29 Dance 4990 Independent Work

Prerequisite: senior standing and permission of the director of undergraduate dance studies.

Credit variable, maximum 10 units.

Drama

Students may select drama as a major through the Performing Arts Department (p. 904). This major combines the historical, cultural, theoretical and literary study of theater and performance with a full array of theater arts courses, including acting, directing, performance art, design (set, costume, lighting), stage management and playwriting. The Performing Arts Department strongly believes in the mutually beneficial relationship between the study and the practice of theater. A major in drama develops students' knowledge of theater by means of rigorous, immersive studio and lab courses, along with a strong and comprehensive grounding in theater history, dramatic literature, performance studies and dramatic theory.

The three-semester Theater Culture Studies sequence provides an expansive, global study of theater and performance, from prehistory to the 21st century; students take an additional two courses in theater and performance studies. Within the theater arts, students choose courses in acting, directing, playwriting or design. Our theater arts courses are based on a liberal arts model rather than a conservatory model. During the senior year, a capstone experience is required for all drama majors.

We also offer a special study abroad program that can be credited toward the major. Since 1991, we have been holding a national summer program at Shakespeare's Globe in London, which consists of a 3-unit course on acting Shakespeare and a 3-unit course on Shakespeare studies, in addition to several master classes taught by Globe personnel.

Contact:	Andrea Urice
Phone:	314-935-4057
Email:	aurice@wustl.edu
Website:	http://pad.artsci.wustl.edu

Faculty

Chair

Julia Walker (<https://pad.wustl.edu/people/julia-walker/>)

PhD, Duke University

(Drama)

Professors

Robert K. Henke (<https://pad.wustl.edu/people/robert-henke/>)

PhD, University of California, Berkeley

(Drama)

Henry I. Schvey (<https://pad.wustl.edu/people/henry-i-schvey/>)

PhD, Indiana University
(Drama)

Associate Professors

Pannill Camp (<https://pad.wustl.edu/people/pannill-camp/>)

PhD, Brown University
(Drama)

Paige McGinley (<https://pad.wustl.edu/people/paige-mcginley/>)

PhD, Brown University
(Drama)

Assistant Professors

Joanna Dee Das (<https://pad.wustl.edu/people/joanna-dee-das/>)

PhD, Columbia University
(Dance)

Elizabeth Hunter

PhD, Northwestern University
(Drama)

Teaching Professors

Robert Mark Morgan (<https://pad.wustl.edu/people/robert-mark-morgan/>)

MFA, San Diego State University
(Drama)

Andrea Urice (<https://pad.wustl.edu/people/andrea-urice/>)

MFA, University of Virginia
(Drama)

Professors of Practice

Christine Knoblauch-O'Neal (<https://pad.wustl.edu/people/christine-knoblauch-oneal/>)

Director of Graduate Studies, Dance (MFA)
PhD, Texas Woman's University
(Dance)

David W. Marchant (<https://pad.wustl.edu/people/david-marchant/>)

MFA, University of Iowa
(Dance)

Jeffery S. Matthews (<https://pad.wustl.edu/people/jeffery-matthews/>)

MFA, Virginia Commonwealth University
(Drama)

Annamaria Pileggi (<https://pad.wustl.edu/people/annamaria-pileggi/>)

MFA, Brandeis University
(Drama)

Cecil Slaughter (<https://pad.wustl.edu/people/cecil-slaughter/>)

MFA, University of Iowa
(Dance)

William Whitaker (<https://pad.wustl.edu/people/william-whitaker/>)

MFA, Florida Atlantic University
(Drama)

Artist-in-Residence

Ron Himes (<https://pad.wustl.edu/people/ron-himes/>)

Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University
(Drama)

Distinguished Performing Artist

Antonio Douthit-Boyd

Distinguished Performing Artist
(Dance)

Senior Lecturer

Sean Savoie (<https://pad.wustl.edu/people/sean-savoie/>)

MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Lecturer

Dominique Green (<https://pad.wustl.edu/people/dominique-green/>)

MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Postdoctoral Fellow

Elinor Harrison

PhD, Washington University in St. Louis
(Dance)

Professor Emerita

Mary-Jean Cowell (<https://pad.wustl.edu/people/mary-jean-cowell/>)

PhD, Columbia University
(Dance)

Majors

The Major in Drama

Total units required: 36 (12 courses)

Theater Arts (TA) Requirements

- Three required courses:

Code	Title	Units
Drama 212E	Introduction to Theater Production	3
Drama 2401 or FYP 215	Fundamentals of Acting * First-Year Seminar: The Theatre as a Living Art	3
Drama 343	Fundamentals of Directing	3

* This course replaces L15 Drama 240 Acting I: Fundamentals of Acting.

- One introductory design course chosen from the following list:

Code	Title	Units
Drama 3081	Costume Rendering and Design	3
Drama 310	Stage Lighting	3
Drama 311M	Scenic Design	3

- One additional upper-level (300 level or above) elective in TA

Theater and Performance Studies (TPS) Requirements

- Three required courses in the Theater Culture Studies sequence (it is strongly recommended that these courses be taken in order):

Code	Title	Units
Drama 228C	Theater Culture Studies I: Antiquity to Renaissance	3
Drama 229C	Theater Culture Studies II: From Renaissance to Romanticism	3
Drama 365C	Theater Culture Studies III: Melodrama to Modernism	3

- Two upper-level (300 level or above) electives in theater and performance studies–related courses. Students majoring in Drama should develop knowledge of and appreciation for aesthetic forms, intellectual paradigms, and cultural conditions beyond the largely white, Eurocentric approaches that have prevailed in the modern university curriculum. To that end, at least one of these electives must be a course examining drama, theater, and/or performance that emerges from racial and/or ethnic communities whose contributions have been historically underrepresented in the study of drama. Eligible courses for these two electives include classes home-based in the Performing Arts Department as well as approved courses offered through other Arts & Sciences departments.

Two Additional Courses

- One upper-level (300 level or above) course in either TA or TPS
- Every Drama major will complete a 3-credit capstone during their senior year. The capstone requirement may be met by one of the following options:
 1. A one-semester, 3-credit senior project (Drama 493) based in the Performing Arts Department
 2. A two-semester, 6-credit senior honors thesis project (Drama 499) based in the Performing Arts Department, with the goal of receiving Latin honors upon graduation
 3. An additional 400-level class taught by a TPS faculty member in the Performing Arts Department, culminating in a 15-page critical research paper (which may not be part of the general requirements for the course) with an accompanying oral public presentation. The intention to use this course to fulfill the capstone requirement will be made prior to the first day of class in consultation with the instructor.
 4. An additional 400-level class in TA (design, directing, acting, playwriting, dramaturgy) that culminates in a significant artistic project and a critical response. The intention to use this course to fulfill the capstone requirement will be made prior to the first day of class in consultation with the instructor.
 5. A lead performance role* or a lead design position (L15 4990-4993) in a Performing Arts Department faculty- or guest-directed production during the senior year, with a critical post-production response. The project will be evaluated and graded by the director along with, if applicable, the supervising faculty designer. In the case of a guest director, a designated Performing Arts Department faculty evaluator will serve as the instructor of record, working with the guest director on capstone project parameters and assessment.

Eligible roles identified prior to auditions.

Minors

The Minor in Drama

Total units required: 18

Required courses:

- The following course:

Code	Title	Units
Drama 212E	Introduction to Theater Production	3

- 6 units (two courses) from the three Theater Culture Studies courses:

Code	Title	Units
Drama 228C	Theater Culture Studies I: Antiquity to Renaissance	3
Drama 229C	Theater Culture Studies II: From Renaissance to Romanticism	3
Drama 365C	Theater Culture Studies III: Melodrama to Modernism	3

Elective courses:

At least 9 credit units at the 300 level or above. No more than 3 units may be production credits.

The Minor in World Music, Dance and Theater

For the world music, dance and theater minor, visit the Performing Arts (p. 906) page.

Courses

Visit online course listings to view semester offerings for L15 Drama (<https://courses.wustl.edu/CourseInfo.aspx?scl=L&dept=L15&crslvl=1:4>).

L15 Drama 107 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed — on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life — from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program. Same as L61 FYP 107
Credit 3 units. A&S: AMP A&S IQ: LCD, SC BU: HUM, IS EN: H

L15 Drama 1080 Ampersand: A Performative Perspective on Chinese Culture and Identity.

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new

media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed ones — are reconfigured in new cultural representations and practices.
Same as L61 FYP 1080
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD BU: HUM, IS

L15 Drama 115 First-Year Seminar: What is Art?

Great works of literature, theatre, film, painting, music and dance provide us with new, intriguing — and often surprising! — ways of understanding reality. In this First-Year Seminar, we examine a variety of works in various media, paying close attention to works which have significantly altered or challenged the way we view and interpret reality. In an intimate, seminar setting, we analyze and discuss individual works of art from the Greeks to the present day. The course incorporates attendance at live performances (both on-campus and off), along with Master Classes by artists from the Performing Arts Department. Examining works both classical and the avant-garde, What is Art? forces us to understand and question how art complicates, enriches, disturbs and asks questions — both about ourselves and our world.
Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L15 Drama 1151 First-Year Seminar:

A variety of topics in comparative literature, designed for first-year students — no special background is required — and to be conducive to the investigation and discussion format of a seminar.
Same as L16 Comp Lit 115
Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 1165 First-Year Seminar: On Broadway - Musicals, Race, Place

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows — from "Show Boat" to "Hamilton" — and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.
Same as L27 Music 1165
Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

L15 Drama 119 Ampersand: Shakespeare's Globe: All the World's a Stage

Why-more than 400 years later-do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare's language from the inside and out-breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT-the greatest of all time. In this two-semester course, we will read and study Shakespeare's plays in their historical context, learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striding the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world's a stage, come be a player in it!

Same as L61 FYP 119

Credit 3 units. A&S: AMP A&S IQ: HUM

L15 Drama 120 First-Year Seminar: Race and Performance

What does it mean to "act Black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's "Passing"), plays (e.g., Anna Deavere Smith's "Fires in the Mirror"), and performances of everyday life (e.g., "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Credit 3 units. A&S: FYS A&S IQ: HUM, SD BU: BA EN: H

L15 Drama 135 First-Year Seminar Ideation: Idea Generation

Ideation exists at all phases of a creative process: brainstorming, idea generation, innovation, prototyping, development and actualization. But Ideation is less like a line and more like a loop from observing to reflecting to making — and back again. It is a rarely understood but essential part of any creative or design process. Through collaboration and conversations with classmates, readings on the topic and group exercises, Ideation is a course that strives to define and demystify what we mean by "creativity," help students identify their creative strengths and weaknesses, encourage artistic experimentation of new ideas, establish methods of design thinking and make it clear that collaboration among varied backgrounds and disciplines is the key to coming up with creative solutions for complex problems. Successful companies such as IDEO led by visionaries in the form of Tim Brown and David Kelley have pioneered the notion of Design Thinking. "Design thinking" is defined as "the ability to combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to the context." This course encourages students to explore their collaborative talents in new ways that they find apply to virtually any discipline and career path: from A to Z.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 175 Designing Creativity: Innovation Across Disciplines

From "a-ha!" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. This course will explore the study and practice of the creative process across many disciplines, with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The course will also incorporate the practice of design thinking and creativity techniques via a lab component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 175

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: FADM, HUM BU: HUM EN: H

L15 Drama 200 Theater Projects

Independent study. Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student, the faculty supervisor and the coordinator of Drama 200 before the student's work on the project commences. Credit and grade option are determined in each case.

Credit variable, maximum 3 units.

L15 Drama 2001 Acting

Independent study.

Credit variable, maximum 3 units.

L15 Drama 2002 Directing

Independent study.

Credit variable, maximum 3 units.

L15 Drama 2003 Technical Theater

Independent study.

Credit variable, maximum 3 units.

L15 Drama 2004 Voice, Speech

Independent study.

Credit variable, maximum 3 units.

L15 Drama 2005 Literature, Theory, Criticism

Independent study.

Credit variable, maximum 3 units.

L15 Drama 201 Black Theater Workshop

Credit 3 units. A&S IQ: HUM, SC, SD BU: HUM EN: H

L15 Drama 209 Introduction to Costume Construction

This course is a hands-on introduction to the sewing and costume-related skills most useful for creating costumes for theatre productions.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 212E Introduction to Theater Production

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 214 Public Speaking: Embodied Communication

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide-ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course expands its reach to include applicable techniques from the world of the Performing Arts — especially theater and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 2150 First-Year Seminar: The Theatre as a Living Art

Moving in and out of practice and theory, this FOCUS plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C. Course is for first-year, non-transfer students only.

Same as L61 FYP 215

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 223 Cross-Cultural Women Playwrights

This course provides an introductory survey of the work of African-American, Caribbean-American, Asian-American and Native American women playwrights. We explore the playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving and occasionally terrifying as they chart for contemporary theater the intersection of race and gender in performative terms. Playwrights addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez and Velina Hasu Houston.

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: BA

L15 Drama 227 Playwriting

An introductory course in playwriting. Limited to eight students. Prerequisite: Writing 1 and permission of the instructor.

Same as L13 Writing 224

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 228C Theater Culture Studies I: Antiquity to Renaissance

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L15 Drama 229C Theater Culture Studies II: From Renaissance to Romanticism

This course provides a survey of theater history from the early 17th through mid-19th centuries, covering plays, theories of drama and acting, and the material conditions of theatre production. We explore events in Asia, the Americas and Europe with particular attention to the Baroque era, Sentimentalism and Romanticism. The central objectives of the course are 1) to teach students to analyze plays in complex and creative ways, and 2) to cultivate understanding of the ways theater and performance practices reflect the philosophical ideas, aesthetic values, and sociopolitical realities of their historical context — even as these practices sustained and challenged such ideas, values and realities.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L15 Drama 230 Topics in Theater

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the course listings.

Credit 3 units.

L15 Drama 239 Performance and Culture

What are Lady Gaga and Beyonce doing? How do young men and women in poverty use performance for survival? Why do we create performance and for whom? In this class we apply the vocabulary and concepts of Performance Studies to social and theatrical worlds, understanding performance broadly: from popular culture to everyday life to theatre. To understand performance, we look closely at ethnographies, plays and literature. Subjects span a range of topics: racial impersonation, drag/house balls, celebrity culture, reality television, black-latino theatre, and slam poetry. Key course questions: How does performance inform everyday culture? How does culture inform popular culture and theatrical performance? This course takes seriously the "doing" and the "undoing" of things — as culture shifts, transforms and adjusts as bodies engage in the art of performance.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L15 Drama 2401 Fundamentals of Acting

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way: by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work and vocal production skills are developed using monologues, scene work and exercises. These skills should also provide significant benefits outside of the confines of the class itself, in the professional and personal lives of the students taking this course. No previous training or experience necessary. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 240E Acting I: Fundamentals of Acting

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work and vocal production skills are developed using monologues, scene work and exercises. These skills also should provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 250 Topics in Stage Movement

This is a rotating topics course on movement for actors.

Credit 3 units. A&S IQ: HUM

L15 Drama 2503 Introduction to Performance Art

The focus of this course is on the history, theory and practice of performance art and performance theater. The class engages in exercises that generate text, movement, sound and performance scores. Students create original performances that incorporate contemporary critical concepts. Performance production is supplemented by readings and videos that introduce the history and theory of experimental performance and work by specific performance artists.

Credit 3 units. A&S IQ: HUM BU: HUM

L15 Drama 251 The Art of Storytelling

As one of the oldest forms of human communication, storytelling is part of both mundane interactions and carefully crafted events. Many of us tell stories regularly in informal settings (e.g., when we tell a friend about an encounter we had in the cafeteria) as well as in professional settings (e.g., class or work presentations). But what, exactly, are the elements of a well-told story? How do we identify powerful storytellers? These questions ground this course, where we will explore stories as forms through which to present oneself and explain an event to others. We will study storytelling from two perspectives. First, we will look at stories through rhetorical analysis: we will focus on various examples of storytelling across different genres (ranging from cultural myths, fables, spoken word, speeches, hip-hop, R&B, and rock lyrics) to understand stories as an artistic practice, a teaching method, an identity shaper, and a conductor of history. Second, we will consider stories through embodied

practice: we will perform and present stories in chosen genres to gain firsthand experience in the conventions and forms of the embodiments that complete the act of telling well-crafted stories. At the end of this course, students will have gained theoretical knowledge about storytelling as an art form as well as the practical skills needed to become confident storytellers.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L15 Drama 256 Contemporary Comedy: Stand-up, Sketch and Improv

The United States is in the midst of a second comedy boom. The first boom, during the 1980s, turned stand-up comedy into a major force in American entertainment, creating stars like Jerry Seinfeld, Eddie Murphy, and Ellen DeGeneres. The second, which is defined in part by new social media, podcasting, and online video, is remaking the way comedians find their voices and their audiences. However, even as young comedians chart new paths through a dynamic media landscape, live performance is still the heart of the modern comedy universe. This class is a detailed survey of the contemporary American comedy scene. Pioneering artists from vaudeville through the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in the comedy business, and alt-comedy is discussed as a stylistic watershed. Select modern theories of comedy are read and discussed, although we studiously avoid explaining jokes. Short units on improv and sketch comedy round out the syllabus. Assignments include practical exercises in performing comedy onstage, and students can choose to perform a short original stand-up set for their final assignment.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 257 Dance Theater Production

Experience in technical production. Required stage work includes two studio dance productions supervised by faculty. Prerequisite: Dance 212E.

Same as L29 Dance 257

Credit 1 unit. A&S IQ: HUM EN: H

L15 Drama 271 The American Musical Theater Songbook

From its birth in vaudeville and musical reviews to current future classics such as "Hamilton," American musical theater has produced a voluminous catalogue of material referred to herein as the "American Musical Theater Songbook." Part survey and part performance, this course will focus on the composers, lyricists, performers and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students' existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows ("Girl Crazy," "Anything Goes," "Kiss Me Kate"); Rodgers and Hammerstein ("Oklahoma!," "Carousel," "South Pacific"); Stephen Sondheim ("Gypsy," "Sweeney Todd," "Sunday in the Park With George");

modern era ("West Side Story," "A Chorus Line," "Cabaret," "Hair," "Pippin"); and contemporary ("In the Heights," "Caroline, or Change," "Kinky Boots," "Dear Evan Hansen," "Hamilton"). This course serves as a prerequisite for L15 372.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 295 Portfolio Review

This course is intended as a one-hour credit to meet every Friday for two contact hours. While the main focus of this course is to dedicate time to learning and preparing a solid professional portfolio, résumé and webpage, this class also trains the students how to interact and conduct themselves through the interview process. We review numerous résumés from industry professionals, develop our own, develop both physical and digital portfolios consisting of students' academic and professional work, and culminate in building a strong and evocative webpage. Upon completion, the student has a solid understanding of the theater job market and be ready to face the world.
Credit 1 unit. A&S IQ: HUM EN: H

L15 Drama 296 Internship

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship.
Credit variable, maximum 3 units.

L15 Drama 300 Production Practicum

Practicum experience in technical theater. Available positions include stage manager; publicist; assistant designer for costumes, scenery or lighting; or crew head of props, sound and makeup design.
Credit variable, maximum 2 units.

L15 Drama 3011 A History of African-American Theater

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theater and minstrels; black theater movement and other ethnic theater movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, Langston Hughes and Zora Neale Hurston's *Mulebone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.
Same as L90 AFAS 301
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 304 Makeup for the Stage

A hands-on introduction to the makeup techniques most commonly used for theater productions, including basic corrective, age, changing the shape of the face, and special effects, as well as the designing process. Students will apply makeup to their own faces and are required to purchase the makeup kit specified by the instructor.
Credit 2 units. A&S IQ: HUM EN: H

L15 Drama 3081 Costume Rendering and Design

Costume Rendering and Design is an introduction to the skills required for designing costumes for theater productions. Class topics will include duties and responsibilities of costume designers for theatre, elements and principles of design, research methods, drawing the human figure and clothing, various color media, text analysis and creating costume-related paperwork for plays, communicating character with costume renderings, and the time management required to complete designs in a deadline-based industry.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 309 Stage Technology

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments and research-oriented project work. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units.

L15 Drama 310 Stage Lighting

This course places an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student learns how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This culminates in a stage design in collaboration with directing or dance class. Upon completion of the course, the student is able to speak eloquently on design theory and be able to move on to further design study in Drama 410 Advanced Lighting Design.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 311M Scenic Design

An introduction to the process of scenic design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics and realization.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 314 Voice-Speech Laboratory

Fundamentals of speech for the stage focusing on breath support, resonance, articulation and speech as an expression of an individual's needs. The course includes an introduction to stage dialects. Preference given to majors.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians — Aeschylus, Sophocles, and Euripides — and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such

issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 3201 Concepts in Theater Architecture and Performance Space

Can a cloakroom or a stairwell become a theater? How do site and placement affect the meaning potential of performance? How does contemporary environmental staging conjure a world different from that of the modern box set, the baroque perspective stage or Shakespeare's Globe? We engage such questions by drawing on theory, history and hands-on creation to examine historical, actual and potential performance spaces. Readings in architectural and dramatic theory, theater history, performance studies and philosophy provide both a critical descriptive vocabulary and a conceptual repertoire for use in creative class assignments — both informing students' investigations of actual theaters or other performance — ready spaces and provoking their creation of experimental performance spaces. Readings cover semiotic, materialist and situationist approaches to space, as well as concepts including site specificity, space vs. place, framing, perspective, miniature, the door, the curtain, the cloakroom and the monument.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 321 Topics in Theater

Explores a variety of special interest topics in theater. Consult the course listings.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 3212 Topics in Theater

Rotating topics course.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 3227 Devising, Adaptation, Docudrama

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into three units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L15 Drama 323 Topics in American Drama

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3301 Performing Gender

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan and others help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up and pop culture phenomenon. We raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multimedia performances and the representation of lesbian desire. Prerequisite: any 100-level Women, Gender, and Sexuality Studies course.

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

L15 Drama 3302 Culture & Identity

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.

Same as L98 AMCS 330C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L15 Drama 332 Comedy, Ancient and Modern

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

L15 Drama 336 Modern Drama

L15 Drama 3361 Modern Drama, 1945 to the Present

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.

Same as L14 E Lit 3361

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L15 Drama 338 Physical Theater: An Exploration of Viewpoints and Suzuki Training

In this course students study two very different but complementary styles of movement training. Developed by the Saratoga International Theatre Institute, this method of actor training combines the improvisational exploration of time and space through "Viewpoints" with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students gain flexibility and strength and enhance their creative potential by balancing these seemingly opposing methods. Prerequisite: Drama 341 Acting II Fundamentals of Movement or Dance 106E Introduction to Dance as a Contemporary Art Form. Credit 3 units.

L15 Drama 340 Topics in Stage Movement

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 341 Acting II

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3411 Intermediate Acting: Scene and Character Study

This course expands and develops the work begun in Fundamentals of Acting. The focus is on developing systematic strategies for challenging theatrical texts. Emphasis will be placed on integrating the use of the voice and body as well as the development of character via actions in scene study projects. We will focus on investing fully in the imaginary/given circumstances of the plays we encounter. In addition, students will augment their study of character through audition preparation and monologue techniques. Research and analysis are featured, and students are asked to demonstrate their proficiency in written assignments. Prerequisite: Drama 240E/2401.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3412 Acting II — Acting Styles in Theory and Practice: Modern

This 5-unit class fulfills both one theater studies and one theater arts requirement for the major. It combines fundamental actor training with dynamic, performance-oriented study of the stylistic foundations of modern acting. Text-based scene study that emphasizes the integration of voice and body and playing of actions is paired with units on contemporary and historical acting styles that give context to modern acting practice. Class units cover practical aesthetics and tactical choices for actors interpreting texts, as well as theories of the body in performance ranging from early modern notions of electric and vital passions, to oratorical gesture, Stanislavski, biomechanics, Brechtian alienation, and postmodern practices including documentary theater and cross-media mimesis. Since it fulfills both the

Acting II requirement and a Theatre Studies requirement for the major, the class incorporates research, writing and critical thinking assignments. However, in keeping with the notion that performance constitutes a type of research outcome, student research projects involve kinetic elements. Acting styles are researched in archival sources and embodied in studio exercises and creative student projects.

Credit 5 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 342 Acting III

Emphasis on characterization while working with a diversity of playwriting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3422 Acting Styles: Realism to Nonrealism

Credit 3 units.

L15 Drama 343 Fundamentals of Directing

Directing is the most liberal arts of the creative theatre-making areas, drawing analytical, critical thinking, communication, design and actor coaching skills. This course will explore fundamental lessons in some of those areas, including text analysis from a directorial perspective, stage composition, auditions/casting, actor communication, time management and team leadership skills. Major course components will include one extensive script analysis paper and the direction of a scene from a contemporary play. The latter will require outside-of-class rehearsal time. Prerequisites: Drama 212E, Drama 240E/2401, junior or senior standing. Preference given to drama majors. For junior/senior status or grad students only.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 347 Shakespeare Globe Program: Acting Shakespeare

This course is a three-week summer intensive program taught by world-renowned artists and scholars at London's Globe Theatre under the supervision of Washington University faculty. Students will take master classes in acting, movement, voice, stage combat, theatre history, and script analysis; they will hear scholarly lectures on interpreting Shakespeare's plays, situating them within their cultural and historical context and understanding how they were performed on the early modern stage; and they will attend five or more professional productions of Shakespeare's plays at the reconstructed Globe Theatre and other venues. Centered in London, the course includes an excursion to Stratford-upon-Avon, where students will visit Shakespeare's birthplace and related historical sites and attend plays performed by the Royal Shakespeare Company. The course culminates with student performances of scenes and monologues on the Globe stage. The application process must be initiated either through the College of Arts & Sciences' Ampersand Program or the Performing Arts Department office. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3491 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new

identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Same as L53 Film 349

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA
EN: H

L15 Drama 351 Intro to Playwriting

Same as L13 Writing 351

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L15 Drama 361 Stage Management

A practical approach to the study of theater stage management focusing on organizational and communication skills.

Workshops, lectures and discussion; guest speakers and field trips covering the pre-production, rehearsal and performance periods; labor relations/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.

Credit 3 units.

L15 Drama 365C Theater Culture Studies III: Melodrama to Modernism

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" — plunging its spectators into a mythical realm — or a petri dish — analyzing the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes — including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd — we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH,
HUM EN: H

L15 Drama 367 Introduction to Drafting for the Theater

This course provides the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student masters all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student is required to purchase a drafting board and related drafting materials.

Credit variable, maximum 3 units.

L15 Drama 368 Black Theater Workshop III

A performance-oriented course that explores the black experience through acting, directing and playwriting. Students develop through classroom improvisation short performance pieces during the semester. They also are required to attend three to five plays. Each student must participate in a final performance which is in lieu of a written final examination.

Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

L15 Drama 372 Advanced American Musical Theater

This course focuses on developing the acting, singing and dancing techniques required for performing in musical theater. The student develops group pieces and participates in scenes that explore character within a musical theater context. The class culminates in a workshop performance. Prerequisites: Drama 221 and permission of instructor, by audition. Repeatable one time for credit.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L15 Drama 374 Theories of Modern Drama

What makes modern drama "modern?" How does it differ from the drama of other cultural movements? When does the modern period begin? This course takes up such fundamental questions in order to examine not only the influential plays that have come to define the "canon" of modern drama, but the various theories that have been proposed as a way of understanding them in relation to the history of Western culture. From Friedrich Nietzsche's *The Birth of Tragedy* to Walter Benjamin's thesis on the Trauerspiel to Emile Zola's *Manifesto on Naturalism* in the theater, we start by considering when modern drama begins and what constitutes its defining features. With such provisional definitions in place, we then engage the responses of fellow modernists such as Richard Wagner, William Archer, T.S. Eliot, Bertolt Brecht, Georg Lukacs and Theodor Adorno. We also consider whether so-called postmodern drama has broken with the modern period to introduce something altogether new, and how recent debates concerning interculturalism, the ideology of form and performance invite new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L15 Drama 3751 American Culture: Methods & Visions: Home, Bittersweet, Home: Histories of Home and Homeownership

Required course for AMCS majors. Refer to semester listing for current topic. As a Writing Intensive course, this course serves as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: CPSC, HUM
EN: H

L15 Drama 378 Contemporary American Theater

This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country's most important companies, festivals,

and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L15 Drama 379 Expressionism in Theater and Film

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we consider its cultural, political and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L15 Drama 384 Digital Media for the Stage

Entertainment technology continues to evolve and push boundaries by taking our imagination and turning it into a version of reality. Digital Media will attempt to explore some of the tools used to bridge the two worlds of thought and sight. We will learn how to think creatively about imagery and how to paint that onto a stage through a different type of light: digital. Using QLab and Green Hippo — two of the most widely used media control systems in the world — we will learn how to deliver thought-provoking illusions of light and texture on the stage.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 387 In Living Color: Performing the Black '90s

From Cross Colours overalls to oversized sweatshirts and boom boxes, the 1990s was loud, colorful, and in your face. But along with the fun of house parties and the growing prominence of hip-hop, Black people in the United States also contended with heightened criminalization and poverty codified through the War on Drugs, welfare reform, police brutality, and divestment from public education. In the midst of insurgency, creativity, and the quiet that undergirded both, we will study the various cultural productions of Black performers and consumers as they navigated the social and political landscapes of the 1990s. Focusing primarily on urban centers, we will study major works growing out of hip-hop, R&B, comedy, television shows, films, and popular literature that attends to the regional differences

throughout the nation. In this course, we will use theories from performance and cultural studies to understand the specificities of Blackness, gender, sexuality, religion, and geography in the 1990s.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L15 Drama 390 Immersive Story Studio

What possibilities and pitfalls do immersive practices create for live storytelling? How do the affordances of a digital tool amplify or suppress aspects of a source story? What new insights into familiar stories can we generate with radical adaptation? To engage these questions, this studio seminar blends humanistic scholarship with critical making, theatrical practice, and interdisciplinary, team-based agile development processes. Each two-week "sprint" engages a different immersive, theatricalized context, asking students to envision how the tools utilized therein might illuminate latent aspects of familiar stories. Topics include spatial computing/AR/VR/ XR, immersive theatre, theme parks, and cultural institutions/ museums. Additionally, this course utilizes "critical making" as an epistemology, wherein the site of knowledge creation is the process of devising an object, tool, performance, or installation in conversation with a discipline's critical apparatus. Accordingly, course-long projects will find students selecting and using immersive tools-digital, analog, or both-to radically adapt a familiar story, broadly construed. Importantly, while technological skills are welcome, they are not required. Students are encouraged to envision gloriously and scope effectively as they design a hypothetical or prototyped research project and complementary critical engagement. This course may be repeated for credit for students who wish to design and execute a more robust project.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 394W Writing For and About the Theater

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 3950 American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. Required screenings.

Same as L53 Film 359

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 3952 Shakespeare in Performance

Same as L14 E Lit 3952

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 396 History of Western Costume

Of particular interest to fashion, history, anthropology, and performing arts majors, this course is an exploration into the clothing worn by predominantly Western cultures from Ancient Greece through the 1890s. Lectures incorporating images of extant garments, sculpture, art, and photographs will inspire discussion regarding the influences on fashion evolution and the cyclical nature of fashion. Assessment is by exam, the first of which is on the fourth class meeting, so this is not a recommended course to "shop." Please note that this course is a prerequisite for History of Western Costume in the 20th Century, which is offered in the spring semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

L15 Drama 3961 History of Western Costume in the 20th Century

History of Western Costume in the 20th Century is a continuation of the themes explored in Drama 396 (History of Western Costume from Ancient Greece Through the 19th Century). Ideally, students will have already taken Drama 396 before enrolling in this course. This is a fast-moving, lecture-style course that examines objects of human apparel from 1900 through the present and analyzes the causes of fashion evolution throughout the 20th century. Students will explore the influence and aesthetics of major designers, and they will observe and discuss the ways in which contemporary interpretations of the past are modified to comply with contemporary modes and expectations. Assessment is through exams and evaluation of a presentation to the class.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

L15 Drama 3975 Wolves of Wall Street: American Business and Popular Culture

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's *Wall Street* seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This new course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like *The Great Gatsby* and *Death of a Salesman*, to popular musicals such as *How to Succeed in Business without Really Trying* and *The Producers*.

Same as L98 AMCS 3975

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 400 Theatrical Rendering for Scenery

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes and figure drawing are rendered during a two-hour studio format with some additional studio time required. Materials are provided by students.

Credit 3 units.

L15 Drama 4001 Computer-Assisted Design for the Theater

This course is an in-depth study of how computers can assist designers in drafting and rendering processes. Primary study is focused on the program Vectorworks. We fully explore the use of this program in development of scenic and lighting design projects from basic line drawings to fully rendered 3D images. Other programs covered are Autocad, Google Sketch Up, AG132, Photoshop CS3 and some lighting design previsualization software. Projects are centered on theatrical applications and based on students' imaginations.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4011 Staging Atrocity: Theater of the Holocaust

Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can — or should — make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 403 Dramaturgical Workshop

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturges not only pursue the study of dramaturgy, but work actively and collaboratively with playwrights, actors and each other. Prerequisite: Drama 343.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L15 Drama 4031 Black and White in American Drama

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: junior standing, two 300-level courses or better.

Same as L14 E Lit 403

Credit 3 units. Art: HUM

L15 Drama 404 Topics for Writers: Beckett

Waiting for Godot, Happy Days, Krapp's Last Tape: These are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays are examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *Endgame*. Course is intended for writers with some experience of the dramatic form. Intending students *must* interview with instructor Nov. 12-14.

Same as L14 E Lit 404
Credit 3 units. Art: HUM

L15 Drama 4081 Theater for Social Change

Drawing upon the principles and teachings of Brazilian director Augusto Boal, students explore ways of effecting positive social change in a theatrical context. Students study the aesthetic of Boal's *Theatre of the Oppressed* and learn various games and exercises designed to mine issues of social (in)justice. Using Boal's techniques of "image" and "forum" theater, students then create and perform plays focused on these issues. This public performance is an interactive event offered for and with the university community. No prior performance training or experience is required for this course.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC,
HUM EN: H

L15 Drama 4082 Advanced Theater for Social Change

This course is a continuation of exploration begun in Drama 4081, Theater for Social Change: a prerequisite for this advanced course. Students expand from exploring their own experience with oppression to facilitating that exploration with others. Students are introduced to the "Joker" system, developed by Brazilian director Augusto Boal. The Joker is the director of a forum theater event. He leads both the exploration and playmaking phases of the process. In preparation for stepping into this role, students read Paulo Freire's *Pedagogy of the Oppressed*, which gives them a foundation in the power and efficacy of collaborative educational techniques. In addition, students read *Theatre for Living*, Canadian director David Diamond's book detailing his application of Boalian techniques in a less overtly oppressive society. Students begin their practical exploration by first working with one another, learning how to lead exercises and games, followed by an exploration of playmaking and the facilitation of an interactive forum theater event. The course culminates in an outside project in which each student is placed with a St. Louis area school or social organization. The student applies skills they have acquired throughout the semester by serving as the "Joker" of the workshop. In this role, the student leads the entirety of the workshop process with a selected group exploring ways of effecting positive social change in a theatrical context. The student facilitates exercises with the group that mine a chosen area of oppression with which the group is grappling. The student guides playmaking with the group that highlights this area of oppression. The resulting plays are presented then to the larger school or organization community. This culminating event is an interactive forum theater presentation that the student leads as "Joker."

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC,
HUM EN: H

L15 Drama 409 The Modernist Revolution in the Arts

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the 20th century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Postmodern age? This course examines these and other questions as they relate to the theater, prose, poetry and the visual arts. Our investigation focuses on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism and Expressionism. We examine literary manifestoes that help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course is an interdisciplinary perspective. Among the luminaries whose work is considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka and Beckett.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L15 Drama 410 Advanced Stage Lighting

This course is an advanced course and a continuation of Drama 310 Stage Lighting. Emphasis is placed on cultivating design aesthetics and a further exploration of controlling light in a laboratory and live setting. Students will dive deeper into color theory, light plot development, and ultimately into advanced lighting console programming. The course objectives will cover a wide range of production styles and performance venues within a series of challenging design projects. Prerequisite: L15 310 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4101 Lighting Technology

Lighting Technology is an extremely hands-on approach to learning how the top industry designers create major shows and concerts with the most state-of-the-art equipment. We spend a considerable amount of time learning how to use and program robotic/moving lights, LED fixtures and video integration for use in drama, dance, musical and concert settings. The student gains intensive training in the use and programming of the ETC Express, ETC Ion and GrandMA 2 Light consoles with a full range of Vari*Lite robotic fixtures. In addition, the student receives training in Isadora, a very powerful video design program. Prerequisites: Drama 212 and Drama 310.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 412 Advanced Practicum in Technical Theater

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.

Credit variable, maximum 3 units.

L15 Drama 4121 Advanced Practicum in Technical Theater: Scene Painting

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction and advanced problems. Realized paint work on Performing Arts production is part of the course. Prerequisite: permission of instructor.

Credit 3 units. EN: H

L15 Drama 416 Period Style and Design History

Examination of period styles as they relate to theatrical design and history. Study of architecture, furniture and props from Greek to contemporary periods. Prerequisite: Drama 212E.
Credit 3 units. A&S IQ: HUM Art: HUM

L15 Drama 4224 Acting Styles: Realism to Nonrealism

This course builds on skills in character development and scene study, beginning with psychological realism and then shifting into various forms of nonrealism. Through written analysis and performance, students apply acting techniques that address a variety of playwriting styles. Prerequisites: Drama 240E/2401 and Drama 341/3411. The semester begins with a deepening understanding of psychological realism through the exploration of Anton Chekhov's plays. Focus then shifts to nonrealism with Harold Pinter. The second half of the semester is solidly rooted in nonrealism. Students hone their skills by exploring two more scenes from classical and/or contemporary texts. Additionally, in the final scene, students are encouraged to explore applicable considerations of gender-identity, race, and ethnicity in play and character selection. Prerequisites: Drama 2401 Fundamentals of Acting, Drama 3411 Intermediate Acting This course is open exclusively to seniors and graduate students
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 422A Film Stardom, Performance and Fan Culture

This course focuses on the Hollywood star system. We explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We examine the performance element of stardom and its relationship to genre, style and changing film technology. Also of concern is how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis is placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.
Same as L53 Film 422

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L15 Drama 4234 Performing Knowledge: Arts Integration Pedagogy in Theory and Practice

This course invites students interested in the performing arts to apply their talents to the K-12 classroom through a service-learning component that allows them to develop and implement an arts-integrated curriculum grounded in current research in the cognitive sciences. Divided into four units, the course begins with a survey of recent research in cognitive science that traces the effects of arts-related activities on brain development. The second unit builds upon that theoretical grounding, focusing on a model of arts-integrated pedagogy developed through Harvard University's "Project Zero." The third and fourth units are practice-based, with students developing a lesson plan in a core subject area that incorporates the performing arts. Then — in consultation and collaboration with an Interchange artist-in-residence and a master teacher in the St. Louis or Normandy Public Schools — students implement their curriculum in a K-12 classroom, testing its efficacy as well as the theoretical

assumptions upon which it is based. This course is open to all students across campus who have a strong interest and/or background in the arts, and who wish to explore opportunities in service learning.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4261 Performing the Political in American Dance

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Same as L29 Dance 426

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: CPSC BU: BA EN: H

L15 Drama 431 English Drama Exclusive of Shakespeare to 1642

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theatres.

Same as L14 E Lit 431

Credit 3 units. Art: HUM

L15 Drama 432 Topics in Renaissance Drama

A study of Elizabethan and Jacobean theatrical culture — the plays, players, playwrights and audiences of public theaters, private theaters and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster and Shakespeare.

Same as L14 E Lit 432

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 435 Expressionism in the Arts

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theater from Wedekind to Toller and Kaiser and such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg and Lang. Prerequisite: Drama 208E, Drama 336 or permission of instructor.

Credit 3 units. Art: HUM

L15 Drama 436 Seminar in Comparative Drama

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character and thought, and attempt to apply them to drama up

to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices and perspective. Brecht's theory of "epic drama" form the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation.

Same as L16 Comp Lit 436
Credit 3 units. Art: HUM

L15 Drama 437 Performing Ghosts: Blackness, Performance, and Archival Erasure

Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affective terrors against blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral and archival. Moving across theoretical works, literature and theater, our readings differently query: How can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects "tracked" by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally "insanity," and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enfleshment) without live bodies? By rethinking "liveness," "absence," "loss" and "remains," the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L15 Drama 4370 Music and Performance

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Same as L98 AMCS 4370

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L15 Drama 440 Acting IV

Acting IV synthesizes the student's performance training, creative and scholarly writing skills and knowledge of dramatic literature. The advanced acting student is encouraged to develop and articulate his/her own aesthetic convictions. The course includes intensive solo performance projects, including writing and performing original monologues. Also, significant emphasis is placed on preparing the student for the work of professional acting, including workshops on audition monologues, head shots, resumes, and economic issues. In addition, the students become familiar with various American theater cities, the regional theater system and prominent working theater artists. The course closes with a public performance of the original, scripted and audition material developed over the semester.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4401 The Creative Artist: Empowering the Actor

In this course, the projects are designed to synthesize the student's theatrical training and experience through solo performance as well as ensemble-based critical support. While the course's performance work is explored through an actor's lens, the class is open to all advanced drama students who meet the prerequisites. Students will be encouraged to develop and articulate their own aesthetic convictions through an examination of the creative process, the development of original solo material, the exploration of the theater profession within the current American and international theatrical climate, the development of new audition pieces, small group presentations and an analysis of plays and other reading assignments. The course closes with a public showcase of the original material written and developed over the semester. Prereq: L15 240E/2401 and 341/3411. This course is open only to seniors and graduate students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 444 Directing II

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 445 Seminar

Rotating upper-level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4452 Senior Drama Capstone

This course, which is required for seniors completing the drama major, is team-taught by one PAD faculty member in Theater Arts and one in Theater and Performance Studies. In order to remain responsive to each senior class as well as the particular expertise of the faculty pair, the course is built on a flexible curricular model. Components will include an exploration of contemporary theatre literature and theatre-making, individual and ensemble-based activities, research and critical writing projects. A culminating project that synthesizes the semester's study will be part of the course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L15 Drama 448 The History of Theater Design

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or Drama 208C, and Drama 212E. Credit 3 units. Art: HUM

L15 Drama 449 Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyasastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.

Credit 3 units. A&S IQ: SSC EN: S

L15 Drama 450 Advanced Scenic Design

Advanced projects in scenic design including drafting, rendering, model building, and conception. Prerequisite: Drama 311M, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 451 Topics in Period Style: Baroque Opera and Neoclassical Style

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and Romans. Primary sources used are paintings, sculpture and renderings for Baroque operas, as well as rare artifacts which exist from that time as these sources relate to classical evidence extant in that period. Secondary sources are journal articles and records of fully staged productions of intervening years. Primary interest is retracing the thought processes of the designers of Baroque opera. Focus is on Purcell's *Dido and Aeneas*, looking at the libretto and its relationship to source texts, both ancient and contemporary, and also its place within the cultural history of the theatre. Projects include: in-class presentations and a research paper or fully realized design project.

Credit 3 units. A&S IQ: HUM

L15 Drama 453 American Drama

Topics in American Drama.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L15 Drama 4530 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.

Same as L29 Dance 453

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 455 Practicum in Arts Management

Assigned work and projects under faculty supervision in Washington University's Edison Theatre or off-campus cooperating institutions. Prerequisite: permission of instructor. Credit variable, maximum 3 units.

L15 Drama 456 A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer

The image of the madman and the theme of insanity have been extraordinarily captivating to theater artists from the Greeks to the present. In this course we consider some of the most remarkable examples from the classical period, including Sophocles' *Ajax* and Euripides' *Medea* and *The Bacchae*, and the Renaissance (*Hamlet*, *Othello*, *The Spanish Tragedy*, *The Duchess of Malfi*, *Life is a Dream*). We investigate these works both for what they tell us about the image of the madman in the historical period and culture in which they were written as well as in order to closely examine the texts themselves. We also examine plays from the 19th and 20th centuries, including Buchner's *Woyzeck*, O'Neill's *Emperor Jones*, Anouilh's *The Madwoman of Chaillot*, Miller's *Death of a Salesman* and Shaffer's *Equus*. Finally, the course makes extensive use of the Performing Arts Department's production of Peter Weiss' extraordinary work *Marat/Sade* and incorporate theoretical writings such as Michael Foucault's *Madness and Civilization* into discussions.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L15 Drama 459 The Filmed Stage Play

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time point of view, spectator position and performance in the two art forms. Prerequisite: permission of the instructor.

Credit 3 units.

L15 Drama 460 The Creative Impulse

Developed with the director and designer in mind, this course encourages imaginative theater making by developing the student's own sense of creative confidence and ability, by expanding the source options for artistic inspiration, by recognizing and valuing the synergistic properties of transcendent theater making, and by strengthening the collaborative skills essential to the art. The course includes creativity exercises, comprehensive forms of text analysis, exploration of other art forms, cooperative conceptual projects, and field trips to area productions and museums. Students are expected to complete several individual projects, presentations and research papers, as well as intensive small-group projects. Prerequisite: one of the following courses: Drama 307, 310, 311 or 343.

Credit 3 units. A&S IQ: HUM

L15 Drama 465 The Chinese Theater

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor

Same as L04 Chinese 467

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L15 Drama 469 Topics in Shakespearean Production

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 4691 Shakespeare and Early Modern Performance

Credit 3 units.

L15 Drama 471 Millinery Design and Construction

A hands-on course exploring the major sewing and patterning techniques used to make hats from a variety of materials in a variety of styles. Students will be required to purchase some of their own materials to create several hats over the course of the semester. Prerequisite: Drama 207 or sewing equivalent or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L15 Drama 473 Advanced Playwriting

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft — i.e., the playground of language, nonverbal options, and the maintaining of "the work" through rewrites, readings, workshops and productions. Prerequisite: Drama 227.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L15 Drama 474 Acting Theories

This course explores in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems and methodologies are studied. The survey operates chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select major stage actors are explored as well. In some cases, directing theories that have had major influence on acting theory are examined.

Credit 3 units. A&S IQ: HUM

L15 Drama 479 Fundamentals of Sound Design

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research-oriented exercises as well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisites: Drama 212 and permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 487 Theater Culture Studies Seminar

Rotating upper-level topics course. Topics come from Theater Culture Studies sequence.

Credit 3 units. A&S IQ: HUM, WI

L15 Drama 491 Staging Illness

"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoi's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists — particularly theatre artists, whose communities were decimated by the disease — were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part 1, Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, the seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU:
HUM EN: H

L15 Drama 493 Senior Project

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.
Credit 3 units.

L15 Drama 497 Performance Theory

This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multidisciplinary perspective, students consider how cultures produce meanings — and, indeed, perform those meanings — to create and/or disrupt their own social coherence. Theories likely to be studied include: J.L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform "theater studies" into "performance studies;" Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of "performance art;" and Judith Butler's influential revision of Austin's performative in her theory of queer "performativity."

Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 498 Special Topics in Playwriting: Art and Activism

Taught by guest teaching artist, Regina Taylor, playwright, director, stage/screen actor, this course will focus on how art can effect change through personal expression. The monumental cultural shift that is in motion throughout the world will be explored through the specific lens of each student's life. Students will write short pieces and one-act plays that will explore where they are at this moment in time. Works in the class may be added to Regina Taylor's black album mixtape. No playwriting experience necessary. Course open only to juniors, seniors and graduate students.

Credit 3 units. BU: HUM

L15 Drama 499 Study for Honors

Prerequisites: senior standing, a cumulative and a major GPA of 3.5, and permission of the chair of the Performing Arts Department.

Credit variable, maximum 6 units.

L15 Drama 4990 Independent Work

Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student and the coordinator of Drama 500 before the student's work on the project commences. Credit and grade option to be determined in each case. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 6 units.

L15 Drama 4991 Acting

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

L15 Drama 4992 Directing

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

L15 Drama 4993 Technical Theater

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

L15 Drama 4994 Voice, Speech

Independent study.

Credit variable, maximum 3 units.

L15 Drama 4995 Literature, Theory, Criticism

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

L15 Drama 4996 Race, Memory, and Performance

This course takes as its starting point the vexing questions of history, memory, and identity that activists, scholars, artists, and others have posed in recent years. What is to be done with the commemorative landscape of monuments and memorials? How do we account for the silences and erasures in archival records? How should histories of racial violence be commemorated?

These are questions that have been taken up in many arenas of civic life, including public art, "living history" tourism, museum studies, and urban planning. They have also been taken up by theater artists and performance artists who use their bodies, narrative, historical fact and, sometimes, fiction to bear witness to the past and to imagine new futures. In this course, we will examine the role of theater and performance in constituting—and challenging—the historically contingent meanings of "race;" we will also explore how performance of history shapes national narratives. Artists to be explored might include Branden Jacobs-Jenkins, Mary Kathryn Nagle, Dread Scott, Quiara Alegria Hudes, Simone Leigh, and Heidi Schreck. Artistic and/or performance experience is not required. Students will have the opportunity to propose their own commemorative projects; together we will explore whether and how performances of the past can do a certain kind of reparative work necessary for a more equitable future.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: BA, ETH

Earth and Planetary Sciences

For students interested in studying the world beneath their feet or other worlds farther away, the Department of Earth and Planetary Sciences provides the tools for understanding the processes that shape our planet and other bodies within the solar system. Understanding the Earth system is also the key to addressing many environmental challenges, including climate change, water supply and energy issues. Earth, environmental,

and planetary scientists are uniquely poised to help solve some of society's most pressing problems. Because planets are complex systems, Earth and planetary sciences is by necessity an interdisciplinary field. It applies biology, chemistry, physics and math to the investigation of topics such as early life on Earth, the structure of the Earth's deep interior, the nature of contaminant transport, and the surfaces of other planetary bodies.

For students who have developed a passion for the basic sciences and who are looking for a way to study these sciences outside of traditional disciplinary boundaries, Earth and planetary sciences is an ideal choice of major. The department offers majors and minors in Earth Science, Environmental Science, and Planetary Science. All programs offer a range of customization that allows students to focus on topics with the greatest relevance to their academic interests and career plans.

All students have the opportunity to participate in faculty research programs, although this is not required. Many of our students take advantage of these varied research opportunities, which provide them with valuable experience for future employment or for graduate school. Each year, several scientific papers and abstracts are co-authored by undergraduates, and undergraduates have presented papers at many national science meetings.

Department Policies for Majors and Minors

Minimum grade performance: A grade of C- is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry and physics. Courses with grades of D may fulfill the college's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.

Transfer credits and University College: Course work completed at another college or university must have prior approval of the department to be used to fulfill major requirements. Courses taken at University College normally may not be substituted for the courses required for an Earth and planetary sciences major. Written consent from the director of undergraduate studies is required for any such substitutions to apply and must be sought before the course is taken.

Graduate-level courses: All Earth and Planetary Sciences graduate courses (i.e., courses numbered 500 and above) are open to advanced undergraduates with permission of the specific course instructor.

Contact: Philip Skemer, Director of Undergraduate Studies
Phone: 314-935-3584
Email: pskemer@wustl.edu
Website: <http://eps.wustl.edu>

Faculty

Chair

Viatcheslav S. Solomatov (<https://eps.wustl.edu/people/slava-solomatov/>)

PhD, Moscow Institute of Physics and Technology and the Schmidt Institute of Physics of the Earth

Endowed Professors

Feng Sheng Hu (<https://eps.wustl.edu/people/feng-sheng-hu/>)

Dean of the Faculty of Arts & Sciences
Professor of Biology and of Earth and Planetary Sciences
Lucille P. Markey Distinguished Professor in Arts & Sciences
PhD, University of Washington

Bradley L. Jolliff (<https://eps.wustl.edu/people/bradley-l-jolliff/>)

Director of the McDonnell Center for the Space Sciences
Scott Rudolph Professor of Earth and Planetary Sciences
PhD, South Dakota School of Mines and Technology

Douglas A. Wiens (<https://eps.wustl.edu/people/douglas-wiens/>)

Robert S. Brookings Distinguished Professor
PhD, Northwestern University

Professors

Jeffrey G. Catalano (<https://eps.wustl.edu/people/jeffrey-g-catalano/>)

PhD, Stanford University

Robert F. Dymek (<https://eps.wustl.edu/people/robert-f-dymek/>)

PhD, California Institute of Technology

M. Bruce Fegley (<https://eps.wustl.edu/people/bruce-fegley-jr/>)

PhD, Massachusetts Institute of Technology

David A. Fike (<https://eps.wustl.edu/people/david-fike/>)

Director of Environmental Studies
PhD, Massachusetts Institute of Technology

William B. McKinnon (<https://eps.wustl.edu/people/william-b-mckinnon/>)

PhD, California Institute of Technology

Philip A. Skemer (<https://eps.wustl.edu/people/philip-skemer/>)

PhD, Yale University

Jennifer Smith (<https://eps.wustl.edu/people/jennifer-r-smith/>)

Vice Provost for Educational Initiatives
PhD, University of Pennsylvania

William Hayden Smith (<https://eps.wustl.edu/people/william-h-smith/>)

PhD, Princeton University

Michael E. Wysession (<https://eps.wustl.edu/people/michael-e-wysession/>)

PhD, Northwestern University

Associate Professors

Alexander S. Bradley (<https://eps.wustl.edu/people/alexander-s-bradley/>)

PhD, Massachusetts Institute of Technology

Paul Byrne (<https://eps.wustl.edu/people/paul-byrne/>)

PhD, Trinity College Dublin

Michael Krawczynski (<https://eps.wustl.edu/people/michael-j-krawczynski/>)

PhD, Massachusetts Institute of Technology

Assistant Professors

Bronwen L. Konecky (<https://eps.wustl.edu/people/bronwen-konecky/>)

PhD, Brown University

Claire Masteller (<https://eps.wustl.edu/people/claire-masteller/>)

PhD, University of California, Santa Cruz

Roger Michaelides (<https://eps.wustl.edu/people/roger-michaelides/>)

PhD, Stanford University

Rita Parai (<https://eps.wustl.edu/people/rita-parai/>)

PhD, Harvard University

Kun Wang (<https://eps.wustl.edu/people/kun-wang/>)

PhD, Washington University

Professors Emeriti

Raymond E. Arvidson (<https://eps.wustl.edu/people/raymond-e-arvidson/>)

PhD, Brown University

Robert E. Criss (<https://eps.wustl.edu/people/robert-e-criss/>)

PhD, California Institute of Technology

Ghislaine Crozaz (<https://eps.wustl.edu/people/ghislaine-crozaz/>)

PhD, Université Libre de Bruxelles

Jill D. Pasteris (<https://eps.wustl.edu/people/jill-d-pasteris/>)

PhD, Yale University

Frank A. Podosek (<https://eps.wustl.edu/people/frank-podosek/>)

PhD, University of California, Berkeley

Majors

The Department of Earth and Planetary Sciences offers majors in earth science, environmental science, and planetary science.

The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience (<https://eps.wustl.edu/capstone-experiences/>) that must be presented at the Spring EPS Undergraduate Research Symposium.

Note: The following requirements apply to students matriculating in Fall 2022 and later. For earlier requirements, please visit our prior Bulletin pages (p. 12) and consult with the department's director of undergraduate studies.

Requirements for All Majors

Required Core Courses

Students pursuing any Earth and Planetary Sciences major must complete the following courses:

Code	Title	Units
EPSc 202	Introduction to Earth, Environmental, and Planetary Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
Chem 105	Introductory General Chemistry I	3
Physics 191	Physics I	3

Additional Electives

In addition to the disciplinary elective below, which are specific to each major, students must choose three L19 EPSc elective courses at the 300, 400, or 500 level.

Skills Course

Students must complete one of the following:

Code	Title	Units
EnSt 380	Applications in GIS	3
EnSt 364	Field Methods for Environmental Science	3
EPSc XXX	Geospatial Science	3

EPSc 400	Special Topics	3
EPSc 492	Field Camp	var.; max 6
EPSc 496	Undergraduate Field Geology	3

Capstone Experience

Students completing any Earth and Planetary Sciences major must also build a portfolio of their work from projects completed in courses such as EPSc 496 Undergraduate Field Geology, EnSt 405 Sustainability Exchange: Community and University Practicum, EnSt 539 Interdisciplinary Environmental Clinic or EnSt 452 International Climate Negotiation Seminar; internship experiences; or research. All capstones must be presented at the Spring EPS Undergraduate Research Symposium.

The Major in Earth Science

Students must complete all of the requirements listed above for all majors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 353	Earth Forces	4

Disciplinary Electives

Students select five of the following courses:

Code	Title	Units
EPSc 317	Soil Science	3
EPSc 323	Biogeochemistry	3
EPSc 385	Earth History	3
EPSc 386	The Earth's Climate System	3
EPSc 401	Earth Systems Science	3
EPSc 407	Remote Sensing	3
EPSc 409	Surface Processes	3
EPSc 422	Sedimentary Geology	3
EPSc 428	Hydrology	3
EPSc 437	Igneous & Metamorphic Petrology	4
EPSc 441	Introduction to Geochemistry	3
EPSc 452	Introduction to Seismology	3
EPSc 453	Interior of the Earth	3
EPSc 454	Exploration and Environmental Geophysics	4
EPSc 459	Geodynamics	3
EPSc 460	Introduction to Structural Geology	4
EPSc 486	Paleoclimatology	3

The Major in Environmental Science

Students must complete all of the requirements listed above for all majors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
or EPSc 353	Earth Forces	
EPSc 342	Environmental Systems	3

Disciplinary Electives

Students select five of the following courses:

Code	Title	Units
Biol 381	Introduction to Ecology	3
Econ 451	Environmental Policy	3
or Pol Sci 2010	Introduction to Environmental Policy	
EECE 101	Introduction to Energy, Environmental and Chemical Engineering	3
EPSc 308	Topics in Environmental Sustainability	3
EPSc 317	Soil Science	3
EPSc 323	Biogeochemistry	3
EPSc 386	The Earth's Climate System	3
EPSc 407	Remote Sensing	3
EPSc 409	Surface Processes	3
EPSc 428	Hydrology	3
EPSc 442	Aqueous Geochemistry	3
EPSc 454	Exploration and Environmental Geophysics	4
EPSc 486	Paleoclimatology	3

The Major in Planetary Science

Students must complete all of the requirements listed above for all majors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 353	Earth Forces	4

Disciplinary Electives

Students select five of the following courses:

Code	Title	Units
EPSc XXX	Planetary Mission Design	3
EPSc 401	Earth Systems Science	3
EPSc 407	Remote Sensing	3
EPSc 437	Igneous & Metamorphic Petrology	4
EPSc 441	Introduction to Geochemistry	3
EPSc 459	Geodynamics	3
EPSc 460	Introduction to Structural Geology	4
EPSc 473	Planetary Geology	3
EPSc 474	Planetary Geochemistry	3
EPSc 567	Planetary Materials	3
EPSc 568	Scientific Exploration of the Moon	3
EPSc 570	Planetary Geophysics & Dynamics	3
EPSc 571	Meteorites	3
EPSc 576	Advanced Planetary Geology: Ice Worlds	3

Minors

Requirements for All Minors

Students pursuing any Earth and Planetary Sciences minor must complete the following course:

Code	Title	Units
EPSc 202	Introduction to Earth, Environmental, and Planetary Science	3

The Minor in Earth Science

Students must complete all of the requirements listed above for all minors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 353	Earth Forces	4

Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EPSc 317	Soil Science	3
EPSc 323	Biogeochemistry	3
EPSc 385	Earth History	3
EPSc 386	The Earth's Climate System	3
EPSc 401	Earth Systems Science	3
EPSc 407	Remote Sensing	3
EPSc 409	Surface Processes	3

EPSc 422	Sedimentary Geology	3
EPSc 428	Hydrology	3
EPSc 437	Igneous & Metamorphic Petrology	4
EPSc 441	Introduction to Geochemistry	3
EPSc 452	Introduction to Seismology	3
EPSc 453	Interior of the Earth	3
EPSc 454	Exploration and Environmental Geophysics	4
EPSc 459	Geodynamics	3
EPSc 460	Introduction to Structural Geology	4
EPSc 486	Paleoclimatology	3

The Minor in Environmental Science

Students must complete all of the requirements listed above for all minors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
or EPSc 353	Earth Forces	
EPSc 342	Environmental Systems	3

Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
Biol 381	Introduction to Ecology	3
Econ 451	Environmental Policy	3
or Pol Sci 2010	Introduction to Environmental Policy	
EECE 101	Introduction to Energy, Environmental and Chemical Engineering	3
EPSc 308	Topics in Environmental Sustainability	3
EPSc 317	Soil Science	3
EPSc 323	Biogeochemistry	3
EPSc 386	The Earth's Climate System	3
EPSc 407	Remote Sensing	3
EPSc 409	Surface Processes	3
EPSc 428	Hydrology	3
EPSc 442	Aqueous Geochemistry	3
EPSc 454	Exploration and Environmental Geophysics	4
EPSc 486	Paleoclimatology	3

The Minor in Planetary Science

Students must complete all of the requirements listed above for all minors as well as the following:

Disciplinary Requirements

Students complete the following two courses:

Code	Title	Units
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 353	Earth Forces	4

Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EPSc XXX	Planetary Mission Design	3
EPSc 401	Earth Systems Science	3
EPSc 407	Remote Sensing	3
EPSc 437	Igneous & Metamorphic Petrology	4
EPSc 441	Introduction to Geochemistry	3
EPSc 459	Geodynamics	3
EPSc 460	Introduction to Structural Geology	4
EPSc 473	Planetary Geology	3
EPSc 474	Planetary Geochemistry	3
EPSc 567	Planetary Materials	3
EPSc 568	Scientific Exploration of the Moon	3
EPSc 570	Planetary Geophysics & Dynamics	3
EPSc 571	Meteorites	3
EPSc 576	Advanced Planetary Geology: Ice Worlds	3

Courses

Visit online course listings to view semester offerings for L19 EPSc (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L19&crslvl=1:4>).

L19 EPSc 103A Oceanography

Emphasis on geological, chemical and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L19 EPSc 104 First-Year Seminar: Geology in the Field

This course is designed to develop foundational skills in field geology and Earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no academic background in Earth science. Students are not required to have extensive outdoor experience, but they must demonstrate enthusiasm for work in challenging environments. Students will receive training in

a variety of geological field methods, including field mapping, sampling protocols, section measurement, and structural identification and analysis. This course is field-intensive, with multiple field exercises during class periods and two or three weekend field trips that will involve camping, caving, and backcountry hiking. This course is primarily suited for students who enjoy working outdoors and who intend to major in Earth and Planetary Sciences, Biology, Anthropology, or Archaeology. Course enrollment preference is given to first-year students.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 105 First-Year Seminar: Habitable Planets

Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among solar system bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies and of the internal features that help to regulate our planet's surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will be discussed. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 106 First-Year Opportunity: Exploring the Planets

Each week a different faculty member presents a lecture or laboratory demonstration relating to recent discoveries in geology and the planetary sciences, or about general topics dealing with volcanism, earthquakes, plate tectonics, geological hazards, fossil life, or earth history. Prerequisite: Freshman standing; or sophomore standing with permission of instructor. Credit/No Credit only. Students attend all lectures and write a short summary of each. Priority for enrollment in this course goes to first-year students.

Credit 1 unit. A&S: FYS A&S IQ: NSM Art: NSM

L19 EPSc 108A Oceans and the Atmosphere

Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EPSc 111.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 109A Quantitative Reasoning in Environmental Science

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L19 EPSc 111 Introduction to Global Climate Change in the 21st Century

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 112 First-Year Seminar: Engineering the Climate

Geoengineering, the deliberate manipulation of the Earth's climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Discussions, lectures and readings used to learn how earth's climate works. Examination of some proposals for altering the climate. Past attempts for deliberate human alteration of natural systems discussed and evaluated. Consideration of geoengineering as an ethical issue. Prerequisite: first-year undergraduate status. Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 118A Geology of National Parks

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 131 Natural Disasters

Examination of the effects of natural hazards on landscapes of the Earth in general, as well as on populated areas specifically, through numerous case studies. Social, economic and political consequences of natural disasters. Locations, particularly in the United States, where disasters are likely to occur in the future. Nature of the hazards and what preparations are possible to minimize damage and the number of casualties.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 140 First-Year Seminar: Geology and Human Health

This course explores the connections between human health and geological processes. Key concepts in geology are introduced as well as the pathways through which natural systems affect human health. A series of case studies will be presented, each describing a specific health hazard and its geological origin. The first set of studies will focus on human health effects associated with windborne exposure to harmful materials, including volcanic emissions, asbestos, dust and aerosols, and the products of coal combustion. The course will then use the topic of mercury, which is emitted into the atmosphere and then accumulates in aquatic systems, to transition to water and soil borne pathways of exposure. This will be followed by case studies exploring water availability and quality, arsenic in groundwater, with a special emphasis on widespread arsenic poisoning in South and Southeast Asia, lead in mining areas and urban soils, and radon and radioactive materials. Students will conduct team risk assessment projects as well as an individual project.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM BU: SCI

L19 EPSc 145 Land Dynamics: Case Studies of Environmental Sustainability

This course is designed for first- and second-year students and will use lectures, discussions, GIS-related and computational exercises, and field trips to introduce students to a systems approach for identifying, characterizing, and solving issues associated with environmental degradation. The course will focus on three case studies. The first will cover rapid lake drawdown of Mono Lake in northern California due to engineered diversions and subsequent court-ordered recovery to an environmentally sustainable lake level. The second will focus on unresolved consequences associated with channelization and levee development on the lower Missouri River, which put federal agencies in conflict with one another on how to manage the river and its floodplains. The third will cover past and present Pb-Cu-Zn sulfide mining practices in Missouri and attempts to balance the need for these nonrenewable resources while minimizing environmental consequences.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 171A The Solar System

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Present ideas about the age, formation and early history of the sun, Earth and meteorites.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 201 Earth and the Environment

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth and Planetary Sciences and Environmental Studies majors. Three class hours and one two-hour lab a week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 202 Introduction to Earth, Environmental, and Planetary Science

Introduction to the Earth, its environment, and its place in the solar system. This course is intended to be a starting point for majors in the Department of Earth and Planetary Sciences, or as a standalone course for students from all interests and backgrounds. Themes for this course include Earth's history; the structure and composition of Earth and other planets; the evolution of Earth's surface; natural hazards; climate history; global biogeochemical cycles; and the solar system. No Prerequisites. Students may not take both EPS 202 and EPS 201 for college credit.

Credit 3 units. A&S IQ: NSM, AN BU: SCI

L19 EPSc 219 Energy and the Environment

Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination

of energy resources and consumption from scientific, social, economic, and political viewpoints. Relationship of energy to concepts such as heat, work, and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 308 Topics in Environmental Sustainability

Mathematical sustainability models; ocean, atmospheric, wetland, agricultural, hydrological, and energy sustainability; depletion of non-renewable resources; effects of pollution, human population, urban environment. Prerequisite: Chem 111A and Chem 112; or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 317 Soil Science

Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change. Prerequisites: EPS 201 or 202, EPS 323 or Chem 106 (or AP Chem score of 4); or permission of instructor.

Credit 3 units. A&S IQ: NSM

L19 EPSc 319 Physical Oceanography

Ocean circulation, El Niño, dynamical tides, tsunamis, coastal ocean, enclosed seas, paleo-ocean, sedimentation, ice-atmosphere-ocean interaction, biology-carbon cycle. Prerequisites: Chem 112A, Physics 118A, Math 133; or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 323 Biogeochemistry

Basic concepts of how elements cycle among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models, and changes in biogeochemical cycles over Earth history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences. Prerequisite: EPS 202 or EECE 101.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 340 Minerals, Rocks, Resources and the Environment

This course is designed for undergraduate majors and minors in the Department of Earth and Planetary Sciences to master fundamentals of mineralogy and their context within sedimentary, metamorphic, and igneous rocks, including an introduction to mineral resources and the role of minerals and mineral resources in current environmental issues. The course will provide fundamentals of mineralogy and crystallography, important mineral groups, and foundations of sedimentary, metamorphic, and igneous rock systems. It will provide an

overview and lab demo of the modern analytical methods used in mineralogy. The course includes lecture (three hours per week) and a lab component (two hours per week). Prerequisites: EPS 201, Chem 105, and Chem 106, or permission of instructor.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 342 Environmental Systems

Introduction to the science of environmental systems and processes. Exploration of key functions of major environmental systems on land, in rivers and lakes, in air, at sea, and in diverse transitional settings at the boundaries between these environments. Evaluation of the ways in which humans alter and are affected by environmental systems. Interspersed throughout the semester will be a review of the major U.S. laws governing human management of environmental systems as well as case studies of environmental disparities in the St. Louis region.

Prerequisites: EPS 201 or 202, or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN

L19 EPSc 353 Earth Forces

This course covers basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis is on the physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length and time scales. The application and interpretation of geophysical methods to probe the interior of the Earth are also discussed. Prerequisite: EPSc 201 (may be taken concurrently), Phys 191, or permission of instructor. The course involves three classroom hours and one two-hour laboratory session each week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 385 Earth History

Introduction to the concept of "deep time" and the parallel biological evolutionary and environmental changes that have occurred throughout Earth history. Topics include early evolution of life, rise of atmospheric oxygen, global glaciation, mass extinctions. Prerequisite: EPSc 201 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 386 The Earth's Climate System

This course introduces an integrative view of the Earth's climate system and its coupled components — the atmosphere, the oceans, the cryosphere, the biosphere, and the geosphere — and how they interact with each other. The goal is to provide the physical scientific background that is needed to understand climate variability and climate change, both natural and anthropogenic. Topics include energy balance; the general circulation of the atmosphere and the oceans; the greenhouse effect; modes of variability, such as El Niño; geologic-scale climate change in the geologic past; climate models; climate change detection and attribution; the projection of future climates; and societal impacts. In addition to lectures, students will gain hands-on experience analyzing and interpreting real datasets through inquiry-based "practicum" exercises and in-class discussions. Prerequisite: EPS 201 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 390 Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be determined.

Credit variable, maximum 3 units. Art: NSM

L19 EPSc 400 Special Topics

The content of this course varies each time it is offered, as announced by the department. With permission of the adviser, this course may be repeated for credit. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 401 Earth Systems Science

This is a quantitative introduction to physical and chemical interactions among the atmosphere, oceans and solid earth.

Topics covered include terrestrial atmospheric chemistry, geochemical cycles, inventories, and reservoirs of carbon, nitrogen, and sulfur, and bulk composition of the Earth.

Prerequisite: EPSc 336 or 352 or permission of instructor or the graduate adviser.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 407 Remote Sensing

This course addresses the use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for the interpretation of the physical and chemical characteristics of the surfaces of Earth and other planets.

Digital image systems and data processing are also discussed.

Prerequisite: Phys 192 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 408 Earth's Atmosphere and Global Climate

This course discusses the structure and dynamics of Earth's atmosphere. Other topics include basic factors controlling the global climate of Earth, quantitative aspects of remote sensing of the atmosphere, and remote sensing instrumentation.

Prerequisites: Math 233 and Phys 191, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 409 Surface Processes

How do landscapes evolve? This course focuses on the physical processes of erosion and deposition that shape Earth and planetary surfaces. Course aims include the following: (1) understanding emergent landscape patterns; (2) reconstructing past conditions using the sedimentary record; and (3) predicting landscape change under climate scenarios. We will review relevant climatic and tectonic processes, and this will be followed by a detailed discussion of rivers and deltas, hillslopes, weathering, glaciers, and coasts. Two one-day field trips are required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 410 Earth Remote Sensing Methods and Instrumentation

This course addresses the detection of electromagnetic radiation reflected, scattered, or emitted by components of the Earth system. Topics include the spectroscopy of remote sensing, the interpretation of received radiation via radiative transfer within a context of real measurements, the theory of instruments and detectors, and the comparison of realized equipment to theoretical models. Prerequisite: Phys 192, Chem 106 (or AP Chem score of 4), Math 233, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 422 Sedimentary Geology

Survey introduction to sedimentary processes and materials, including description, formation, and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination.

Many of our economic resources, such as coal, oil, and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental, and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; increasing scientific literacy and critical thinking.

Prerequisite: EPSc 201 or permission of instructor. Mandatory field trips.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 428 Hydrology

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers.

Exploitation of ground water systems. Prerequisite: EPSc 353; or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 437 Igneous & Metamorphic Petrology

Classification, origin, mineralogy and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Prerequisite: EPSc 352 or permission of instructor. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 441 Introduction to Geochemistry

The application of the principles of nuclear and physical chemistry to problems of the composition and differentiation of the Earth is addressed. This course includes an introduction to nucleosynthesis of the elements, stellar evolution, the periodic properties of the elements, chemical bonding and ionic substitution, geochronology and stable isotope geochemistry, and the age and composition of the Earth, Moon, and meteorites. Prerequisites: EPSc 201 and Chem 106 (or AP Chem score of 4), or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 442 Aqueous Geochemistry

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry are introduced and then used to describe the main controls of the chemistry of pristine and polluted soil, surface, and ground water environments. Topics covered include mineral solubility, complexation, acids and bases, carbonate chemistry, rock weathering and clay formation, adsorption and ion exchange, redox reactions, microbial energetics and redox zonations, the geochemistry of iron, sulfur, trace elements, and radionuclides, and geochemical kinetics. Geochemical modeling will be introduced. Prerequisites: Chem 106 or 112A; EPS 201 or 202 are recommended.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 443 Methods in Biogeochemistry

Lab-based course to provide theoretical understanding of, and practical experience in, biogeochemistry tools and techniques. Topics introduced through lecture and discussion of classic scientific papers. Hands-on experience applying techniques in the laboratory. Research project, based on data collected using these techniques, required. Students develop understanding of tools used for modern and ancient biogeochemistry research. Hands-on experience with sample preparation, operation of gas source mass spectrometers, and data analysis. Prerequisite: EPSc 323 or permission of instructor.
Credit 3 units. A&S IQ: NSM

L19 EPSc 445 Organic Geochemistry

This course presents an introduction to the composition and analysis of organic material in the environment and geological record. It introduces a molecular- to global-level perspective of organic matter cycling, reactivity, and fluxes; the formation and classification of organic matter, its preservation potential, diagenesis, catagenesis, and kerogen formation; coal, petroleum, and gas formation and accumulation; biomarkers in Earth history; genetics and phylogeny of biomarker compounds; an overview of analytical techniques, including both structural and isotopic aspects; oceanographic and paleoenvironmental applications of organic biomarkers; and contaminants and residue analysis. Prerequisites: EPSc 201 and Chem 106, or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 446 Stable Isotope Geochemistry

Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks and meteorites. Prerequisites: EPSc 441 and Math 233, or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 452 Introduction to Seismology

Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics. Prerequisites: EPSc 353 and Math 217, or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 453 Interior of the Earth

Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EPSc 353 or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 454 Exploration and Environmental Geophysics

Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and electromagnetic methods. Basic theory, field procedures, and interpretation of data. Use of geophysical instruments on field

trips, followed by reduction and analysis of acquired data.

Prerequisites: EPSc 353, Phys 191, Math 132; or permission of instructor. Two class hours and one two-hour laboratory a week, and approximately four one-day field trips during the semester.
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 459 Geodynamics

Fundamental physical processes necessary to understand plate tectonics and a variety of geological phenomena. Heat flow, gravity, elasticity and flexure, rheology of Earth materials. Prerequisites: EPSc 353, Math 217; or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 460 Introduction to Structural Geology

The landforms that surround us are being modified constantly by tectonic forces. Structural geology provides a framework for investigating, describing, and quantifying these changes. This course provides an introduction to the structures that form at all scales, from millimeter-sized fractures to plate-boundary-scale rifts. Topics include descriptive analysis of microscopic and macroscopic structures, field methods, the physical bases for rock deformation, and global tectonics. Prerequisites: EPSc 352 and EPSc 353, or permission of instructor. Three hours of lecture and one two-hour laboratory session are required each week.
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 473 Planetary Geology

Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces: impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisites: EPSc 352 and EPSc 353, or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 474 Planetary Geochemistry

A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital and spacecraft observations. Prerequisite: EPSc 352 or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L19 EPSc 486 Paleoclimatology

The history of Earth's changing climates and environments on timescales from decades to millions of years. Key concepts in paleoclimatology include: external factors affecting the climate system (e.g., orbital cycles, volcanic eruptions, greenhouse gases); internal feedbacks, such as with monsoons and the El Niño-Southern Oscillation; abrupt versus gradual change; interactions with the biosphere (including hominins/humans); and comparison to present-day climate change. Current controversies in paleoclimate. EPSc-386 or EPSc-586 (or equivalent), or permission from the instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 490 Independent Study

Independent study for advanced undergraduates or for graduate students, supervised by a faculty member. Prerequisite: permission of instructor.
Credit variable, maximum 12 units.

L19 EPSc 492 Field Camp

Practical methods of data collection and interpretation in Earth and Planetary Sciences. Content may include field-based geologic mapping or laboratory-based studies emphasizing particular analytical tools. Prerequisite: permission of major adviser.

Credit variable, maximum 6 units. A&S IQ: NSM

L19 EPSc 493 Internship

Internship experience in Earth and Planetary Sciences, providing learning opportunities with future careers and employers. Direct supervision by approved partner, with oversight by Earth and Planetary Sciences faculty. Prerequisite: permission of major adviser.

Credit variable, maximum 6 units.

L19 EPSc 494 Study Abroad

Studies related to Earth and Planetary Sciences conducted with external institutions. Prerequisite: permission of Department Study Abroad Coordinator.

Credit variable, maximum 6 units.

L19 EPSc 496 Undergraduate Field Geology

Hands-on application of geological field methods, providing an opportunity for students to synthesize classroom knowledge in a field setting. Students will develop the ability to recognize and analyze Earth processes, and deconstruct complex regional geology. Participation in an extended international field trip during spring break is required. Students must be prepared for an intensive, group-oriented experience. Prerequisite: must be an Earth and Planetary Sciences major and have permission of instructors. Enrollment is limited, and students will be selected through a written application. May be repeated for credit, with instructor permission. Juniors and seniors may use to fulfill Capstone experience.

Credit 3 units.

L19 EPSc 498 Undergraduate Research Seminar

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely, but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their projects in class. Prerequisite: senior standing or permission of instructor.

Credit 3 units. A&S IQ: NSM, WI Art: NSM

L19 EPSc 499 Honors Research

Independent work for undergraduate Honors, supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors and permission of instructor.

Credit 3 units.

East Asian Languages and Cultures

The Department of East Asian Languages and Cultures (EALC) offers a major and a minor that allow for cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus on one of our three linguistic and cultural traditions — Chinese, Japanese, and Korean — or to explore different traditions and societies by taking courses about multiple regions. Our major opens up career opportunities in diplomacy, business, law, journalism, and higher education, in addition to providing preparation for further study in the relevant languages and cultures. The major entails advanced training in the chosen language and a sound background in the respective literature and culture. Students are encouraged to enhance their cultural knowledge by enrolling in relevant courses offered through other departments and programs such as Anthropology, Art History, Film and Media Studies, History, Global Studies, Performing Arts, and Religious Studies.

The major requires the completion of 24 upper-level units. Specific requirements include one 200-level foundational course, at least two years of language study, and two or more courses in the relevant literary tradition. In addition, prime majors are required to fulfill the EALC capstone requirement and to participate in the EALC Senior Symposium.

The minor requires the completion of 18 units, 9 of which must be at the 300 level or above. Specific requirements include the equivalent of one year of language study and two courses in the relevant literary tradition.

Language Placement: Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first year of instruction. Students who test into second-year Chinese/Japanese/Korean and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into the third-year level or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for those testing into the second-year level and 6 units for those testing into the third-year level or above. Please note that students with native language proficiency as determined by the language section and students who enroll in courses below their placement level are ineligible for retroactive credit units. Students who misrepresent their language proficiency to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

Phone: 314-935-4448

Email: ealc@wustl.edu

Website: <http://ealc.wustl.edu/>

Faculty

Chair

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
PhD, Columbia University

Professors

Rebecca Copeland (<http://ealc.wustl.edu/people/rebecca-copeland/>)
PhD, Columbia University

Marvin H. Marcus (<http://ealc.wustl.edu/people/marvin-marcus/>)
PhD, University of Michigan

Associate Professors

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)
PhD, Harvard University

Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)
PhD, Johns Hopkins University

Jamie Newhard (<http://ealc.wustl.edu/people/jamie-newhard/>)
PhD, Columbia University

Assistant Professors

Jianqing Chen (<https://ealc.wustl.edu/people/jianqing-chen/>)
PhD, University of California, Berkeley

Hyeok Hweon Kang (<https://ealc.wustl.edu/people/hyeok-hweon-kang/>)
PhD, Harvard University

Teaching Professors

Mijeong Mimi Kim (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)
EdD, University of San Francisco

Xia Liang (<https://ealc.wustl.edu/people/xia-liang/>)
MA, Beijing Normal University

Senior Lecturers

Wenhui Chen (<https://ealc.wustl.edu/people/wenhui-chen/>)
MA, National Taiwan Normal University

Ke Nie (<https://ealc.wustl.edu/people/ke-nie/>)
MA, Capital Normal University

Wei Wang (<https://ealc.wustl.edu/people/wei-wang/>)
PhD, Washington University in St. Louis

Lecturers

Hea-Young Chun (<https://ealc.wustl.edu/people/hea-young-chun/>)
MA, Seoul National University

Megumi Iida (<https://ealc.wustl.edu/people/megumi-iida/>)
MA, University of Arizona

Taewoong Kim (<http://ealc.wustl.edu/people/taewoong-kim/>)
PhD, The University of Oklahoma

Jiyeon Lee (<https://ealc.wustl.edu/people/jiyeon-lee/>)
MA, University of Oregon, Eugene

Zihan Qin (<http://ealc.wustl.edu/people/zihan-qin/>)
MA, University of Iowa

Kaho Sakaue (<https://ealc.wustl.edu/people/kaho-sakaue/>)
MA, Purdue University

Jingyi Wang (<http://ealc.wustl.edu/people/jingyi-wang/>)
MA, Capital Normal University

Mano Yasuda (<https://ealc.wustl.edu/people/mano-yasuda/>)
PhD, The University of Oklahoma

Professors Emeriti

Beata Grant (<https://ealc.wustl.edu/people/beata-grant/>)
PhD, Stanford University

Robert Hegel (<https://ealc.wustl.edu/people/robert-e-hegel/>)
PhD, Columbia University

Betty Pei-shan Yue
MA, Washington University in St. Louis

Majors

The Major in East Asian Languages and Cultures

Total units required: 24 upper-level units (300 level or above)

Prerequisites:

- First and second levels of the chosen language: Modern Chinese, Japanese, or Korean (or the equivalent)
- One Civilization course: Chinese 227C Chinese Civilization, Japan 226C Japanese Civilization, or Korean 223C Korean Civilization

Requirements:

Eight courses for a minimum of 24 advanced units (300 level or above), including the following:

1. One 300-level EALC Topics course: EALC Seminar (EALC 3900; topic varies by semester)
2. Two courses focusing on the premodern era: one course to be chosen from Chinese 341 Early and Imperial Chinese Literature, Japan 332C Japanese Literature: Beginnings to 19th Century, or Korean 370 When Tigers Smoke: Songs and Stories from Traditional Korea

3. Two courses focusing on the modern era: one course to be chosen from Chinese 342 Modern and Contemporary Chinese Literature, Japan 333C The Modern Voice in Japanese Literature, or Korean 352 Literature of Modern and Contemporary Korea
4. One approved 400-level Capstone course (prime majors)
5. Senior Capstone Experience (prime majors): Students may satisfy the capstone requirement in one of two ways, both of which require a presentation at the EALC Senior Symposium, which is held in the spring:
 - a. *Successful completion of a senior honors thesis.* This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade-point average. The thesis is researched and written over two semesters, for a total of 6 units; this is in addition to the 24 upper-level units required for the major.
 - b. *Successful completion of the approved 400-level Capstone seminar course (to be taken during the senior year).* This course may be included among the required upper-level courses for the major. The Capstone course must be an EALC home-based course within the student's area of focus. Writing-intensive courses and language courses cannot fulfill the Capstone requirement.

Concentrations:

EALC majors have the option of concentrating their major requirements in one of three East Asia civilizations:

- Concentration in Chinese
- Concentration in Japanese
- Concentration in Korean

Concentrations recognize a student's proficiency in one language or their extensive knowledge of one East Asia civilization. EALC majors may concentrate in a civilization of East Asia by taking (as part of their major requirement) 15 upper-level units (five courses) in one of the three civilizations (Chinese, Japanese, or Korean) and submitting a concentration form to the department. Students may earn a concentration in one civilization. Upper-level language and study abroad courses may be used to complete a concentration. The successful completion of a concentration will appear on the student's transcript after graduation and may be particularly helpful for students interested in graduate or professional school. The concentration form submission deadline is March 1 of the senior year for spring graduates and November 1 of the senior year for fall graduates.

Additional Notes:

- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 advanced units. (For example, a student may take one course in Film and Media Studies or Art History that focuses on East Asia.)

- At least a B- grade in the language courses is required to continue to the next level. Students must also maintain a B-average in all required courses for the major. Those who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
- Courses for the major and minor may not be taken credit/no credit.
- Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.
- The 300-level EALC Seminar course and the 400-level Capstone course may also fulfill the premodern or modern requirement.

Minors

The Minor in East Asian Languages and Cultures

Total units required: 18 units

Requirements:

- Two semesters of one of the chosen languages: Chinese, Japanese, or Korean
- One Civilization course: Chinese 227C Chinese Civilization, Japan 226C Japanese Civilization, or Korean 223C Korean Civilization
- One 300-level EALC Topics course: EALC Seminar (EALC 3900; topic varies by semester)
- One course focusing on the premodern era to be chosen from Chinese 341 Early and Imperial Chinese Literature, Japan 332C Japanese Literature: Beginnings to 19th Century, or Korean 370 When Tigers Smoke: Songs and Stories from Traditional Korea
- One course focusing on the modern era to be chosen from Chinese 342 Modern and Contemporary Chinese Literature, Japan 333C The Modern Voice in Japanese Literature, or Korean 352 Literature of Modern and Contemporary Korea
- At least 9 units must be from 300-level courses or above

Additional Notes:

- Students must earn at least a B- or above in language courses to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

- Courses for the minor may not be taken credit/no credit.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.
- The 300-level EALC Seminar course may also fulfill the premodern or modern requirement.

Courses

- For Chinese courses, visit the Chinese Courses page (p. 435) of this *Bulletin*.
- For Japanese courses, visit the Japanese Courses page (p. 780) of this *Bulletin*.
- For Korean courses, visit the Korean Courses page (p. 817) of this *Bulletin*.

Visit online course listings to view semester offerings for L81 EALC (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L81&crslvl=1:4>).

L81 EALC 1070 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed -- on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life -- from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.
Same as L61 FYP 107
Credit 3 units. A&S: AMP A&S IQ: LCD, SC BU: HUM, IS EN: H

L81 EALC 144 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.
Same as L01 Art-Arch 144

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

L81 EALC 150 First-Year Seminar: Exploring East Asian Classics

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, we will directly engage with the texts through close reading and in-class discussion. We will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered this term will be *The Analects*, *Daodejing*, *Lotus Sutra*, *Tale of Genji*, *Tales of the Heike*, *Tales of Moonlight and Rain*, *Samguk yusa*, and *Memoirs of Lady Hyegyong*. This course is for first-year, non-transfer students only.

Same as L04 Chinese 150

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: BA EN: H

L81 EALC 223 Korean Civilization

This course is a comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention is also be paid to contemporary issues, social problems, and cultural trends.

Same as L51 Korean 223C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L81 EALC 226 Japanese Civilization

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Same as L05 Japan 226C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L81 EALC 227 Chinese Civilization

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. Regular short writing assignment. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

L81 EALC 270 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.
Same as L04 Chinese 270
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L81 EALC 2980 Undergraduate Internship in East Asian Languages and Cultures

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only.
Credit variable, maximum 3 units.

L81 EALC 3166 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.
Same as L22 History 3166
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L81 EALC 3211 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion,

sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.
Same as L04 Chinese 3211
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L81 EALC 330 Topics in Chinese Literature & Culture

A topics course on Chinese literature and culture; subject matter varies by semester
Same as L04 Chinese 330
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L81 EALC 332 Japanese Literature: Beginnings to 19th Century

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required. Sophomore standing and above recommended.
Same as L05 Japan 332C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L81 EALC 333 The Modern Voice in Japanese Literature

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.
Same as L05 Japan 333C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L81 EALC 340 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labelled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels

based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

L81 EALC 341 Early and Imperial Chinese Literature

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. No prerequisites; all readings will be in English translation.

Same as L04 Chinese 341

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L81 EALC 342 Modern and Contemporary Chinese Literature

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation.

Same as L04 Chinese 342

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

L81 EALC 346 Japanese Literature in Translation: Mystery Fiction

In this course we explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. We consider the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required.

Same as L05 Japan 346

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L81 EALC 3482 The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

L81 EALC 350 U.S.-China Relations from 1949 to the Present

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L81 EALC 352 Literature of Modern and Contemporary Korea

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Same as L51 Korean 352

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

L81 EALC 3520 Topics in American Culture Studies: Asian American Racial Scripts: Relational Concepts and Theories

Topics vary by semester; see semester listing for course description.

Same as L98 AMCS 3520

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L81 EALC 355 Topics in Korean Literature and Culture

Topics course on Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD, SD BU: BA EN: H UColl: CD

**L81 EALC 365 Topics in Modern Japanese Literature:
Mirrors and Masks: Gender and Sexuality in Japanese
Literature**

This course will ask students to consider presentations of gender and sexuality in Japan throughout its literary history, beginning from its oldest and most foundational text, *The Kojiki*, and working up through modern literature, including pop culture such as manga and anime. Students will be asked to think critically across centuries by juxtaposing the ancient against the modern, and they will also be asked to critically consider terms like "homosexual," "male," "queer," and a plethora of others as they relate to cultures so temporally, spatially, and philosophically removed from contemporary English-speaking context. How do we conceive of gender across time? What about sexuality? What counts as "queer" in a society with differently structured norms and conceptions of gender and sexuality? What are the dangers of fetishizing the Other and who counts as the Other, especially when taken into consideration alongside popular Orientalist views of East Asia? This class and all readings will be conducted in English, but Japanese versions of applicable readings will also be available through the library.

Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

**L81 EALC 370 When Tigers Smoke: Songs and Stories from
Traditional Korea**

This course has two purposes: (1) to introduce major works and topics in Korean classical literature and the cultural world in which they were produced and (2) to explore modern reimaginings of these historical works and events and wider context through contemporary literature and film. The former involves a journey through various genres, including foundation myths, songs, biographies, essays, poetry, fiction, memoirs, letters and oral performance, all produced before the 20th century. For a modern perspective, the course turns to films, dramas, cartoons and short stories, which serve as the basis for discussing the modern recreations of historical events, characters, and Korean culture more broadly. In addition to details of the works themselves, topics will include Korea's place in the context of a Sino-centric world order; the significance of two writing systems, *hanmun* (literary Chinese) and *han'gul* (Korean vernacular writing); gender and literary practice; and the dynamic relationship between tradition and creativity. No knowledge of Korean history or language is required. All readings in English.

Same as L51 Korean 370

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L81 EALC 3900 EALC Seminar: East Asian Buddhism

This course traces the expansion of Buddhism from its origins in the Indian subcontinent through China, Korea and Japan, identifying both continuities and local developments as seen in the encounter/clash with preexisting traditions. We will adopt a multidisciplinary approach and explore the history, literature, philosophy, and practice of Buddhism in East Asia. Primary readings (all in English) are drawn from a wide range of genres - canonical scriptures, tale literature, hagiographic narratives, and archeological materials. We will also rely extensively on the rich visual and material heritage of Buddhism, looking at common iconographical motifs, popular deities and their many forms, and the ritual function of Buddhist objects in their respective contexts.

This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior coursework on Buddhism or East Asia is required.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H

L81 EALC 3901 Mao and the World

Was Mao Zedong an uncompromising tyrant who caused the death of millions, or was he a revolutionary leader who was daring enough to imagine an alternative existence? This course is a close investigation of Mao and his world through a global perspective. The students will be exposed to primary sources written by Mao himself, and they will situate Mao within the turbulent decades of China's engagement with Western colonialism, imperialism, and revolutionary thought in the 20th century. Putting Maoism at the center of world history, students will learn the intimate links between China, Southeast Asia, Africa, and North America, and they will examine in detail how Maoism shaped a variety of political and infrastructural transformations around the world, from the Black Panthers to Tanzanian railroads. By the end of the course, students will have a strong grasp of the contradictions that Mao himself faced throughout his life -- contradictions that changed nothing less than the world itself.

Same as L22 History 39UK

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS

L81 EALC 4035 Chinese Politics

China, one the few remaining communist states in the world, has not only survived, but also become a global political actor of consequence with the fastest growing economy in the world. What explains China's authoritarian resilience? Why has the CCP thrived while other communist regimes have failed? How has the Chinese Communist Party managed to develop markets and yet keep itself in power? What challenges have the 1978 market reforms brought to the CCP regime? How has China been handling thorny issues such as corruption, pollution, instability in multiethnic border regions, Internet usage in the face of technological change, and COVID-19 pandemic? This course will explore these questions in three parts. It will prepare students with the political economic foundation to conduct research and/or analyze policies in contemporary China.

Same as L97 GS 4035

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L81 EALC 420 Nature, Technology, and Medicine in Korea

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken

Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as a EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

L81 EALC 4242 Culture and Politics in the People's Republic of China: New Approaches

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4242

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L81 EALC 430 Topics in Chinese Media Culture: Charting Identity in the Digital Age

In contemporary society, global computational media have come to shape the new form and function of identity. As the users of these digital technologies, we have been conscripted into systems of compulsory identification ranging from fingerprint scanning and biometric facial recognition to big data documenting and calculating our age, gender, race, nationality, and even health conditions and shopping preferences. These technologies of identification promise to measure a truthful and core identity from the surface of a human body for the purposes of authentication, verification, and tracking in service of a mixture of commercial, state, and military interests. One dire consequence of the proliferation of these technologies of identification is the failure to recognize non-normative, minoritarian groups, and thereby replicating or even amplifying racial hierarchies, gender stereotypes, social division, and global inequality. This course asks what identity is and what function identity serves in the contemporary society in East Asia and on a global scale. Recognizing the changing scope of "Asia" as a vital concept and method, students will read extensively contemporary works in Asian Studies, Asian-American Studies, critical race and gender theory, and media theory that deal with the intersection of digital media, race and gender, and global socio-political transformation. Alongside these readings, students will explore contemporary films, artworks, social media events, and online activism in China, Hong Kong, Taiwan, and beyond that reflect the questions of technologized identity and subjectivity. The class will also go back to western philosophies of technology, cybernetics, and media theories to rethink how

the universalized prototype of the human (which is a white man) was constructed in scholars' inquiries into mind and body, the self and the other, and the then-new relationship between human and machine. Prerequisites: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: LCD BU: IS

L81 EALC 445 Japanese Fiction: Images of Demonic Women (Writing-Intensive Seminar)

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 445

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L81 EALC 4451 Topics in Modern Japanese Literature

A topics course on modern Japanese literature; subject matter varies by semester Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 4451

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L81 EALC 446 The Japanese Theater

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

L81 EALC 449 Topics in Comparative Literature: Writing from the Periphery: The Question of Chineseness

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L81 EALC 4496 Porcelain and Lacquer Abroad: Europe Encounters Asia

From 1500 to 1800, Europeans primarily used exported porcelains and lacquers to engage with China and Japan, which were neither under colonial control, nor easily accessible by travel. Collected first in *kunstkammers* by rulers and nobles as emblems of power, these initially rare, exotic luxuries retained their prestige even as they became more widely available and explicitly gendered. Combining deep object studies with collectors' case studies from across Europe, this course examines how early modern Europeans used porcelains and lacquers to satisfy their curiosity about and material desire for China and Japan. In addition to practical training in essential primary sources such as inventories, it will also introduce theories of luxury and consumption, gift exchange, cross-cultural interaction, material culture, and the global movement of objects. Prerequisites: L01 111 preferred; one art history course or permission of instructor

Same as L01 Art-Arch 4496

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L81 EALC 450 Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives

An intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 450

Credit 3 units. A&S IQ: HUM, LCD EN: H

L81 EALC 4510 Urban Culture in Modern China

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L81 EALC 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film

This course looks in depth at issues regarding women and gender in Korean literature and film. While it explores literary and cinematic representations of gender, the main goal of the class is to examine literature and film as sites for the very construction of gender. Readings include contemporary literary and theoretical works, as well as historical texts from the Colonial period (1910-1945) and the Choson dynasty (1392-1910), in order to understand women's issues in the context of historical development. Through textual criticism and theoretical readings, some of the questions to be discussed are: What is "feminine" and "masculine" in Korean culture, and how do they change (if they do)? How do these formations and changes relate to literary and cinematic portraits of gender on one hand and to gendered conceptions of literature and cinema on the other? How do socio-historical circumstances affect representations of gender? All readings are in English. Prior course experience in literature, film, or gender studies recommended. Prerequisite: junior level or above or permission of instructor.

Same as L51 Korean 455

Credit 3 units. A&S IQ: LCD EN: H

L81 EALC 487 Independent Work for Senior Honors

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department.

L81 EALC 4891 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 4891

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S UColl: CD

Economics

The Economics program explores the problems of a modern economy and introduces the methodological tools that economists use. It emphasizes the development of analytical models and their application to important economic, social and political issues, such as inflation, unemployment, taxation, inequality, poverty, pollution, government decision-making and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in game theory, microeconomics, macroeconomics, industrial organization, monetary economics, financial economics, and public finance.

The study of economics contributes to a broad liberal arts education and helps students develop superior problem-solving skills. It is an excellent course of study to pursue, whether students plan to enter the workforce after graduation or are considering graduate work in law, engineering or the social sciences. Economics also provides exceptional preparation for careers in business, either immediately after graduation or after

completing master's-level graduate work in business (e.g., MBA, MS Finance). In addition to the introductory and intermediate economic theory courses, courses that have particular relevance for business include Econ 335, Econ 413, Econ 4151, Econ 451, Econ 452 and Econ 467. Economics students with business interests typically complete at least one internship to obtain practical business experience, and it is possible to obtain academic credit for that internship. They should also discuss with their advisors the possibility of taking courses such as accounting in the Olin Business School.

In addition to the Economics major, there are two interdisciplinary majors: Economics & Computer Science and Math & Economics. In each major, students complete the core courses in the respective fields, along with a set of electives that are complementary to both fields. Further information is available in the Majors section (p. 518) of this page. As noted previously, students are strongly encouraged to complete at least one internship and to complement their studies with appropriate course work from the Olin Business School.

Contact: Dorothy Petersen, Academic Coordinator
Phone: 314-935-5644
Email: dottie@wustl.edu
Website: <http://economics.wustl.edu>

Faculty

Chair

Gaetano Antinolfi (<https://economics.wustl.edu/people/gaetano-antinolfi/>)

Professor
Weidenbaum Center Research Fellow
PhD, Cornell University
Macroeconomics; monetary and international economics

Associate Chair

Yongseok Shin (<https://economics.wustl.edu/people/yongseok-shin/>)

Douglass C. North Distinguished Professor of Economics
PhD, Stanford University
Macroeconomics; economic growth

Endowed Professors

Costas Azariadis (<https://economics.wustl.edu/people/costas-azariadis/>)

Edward Mallinckrodt Distinguished Professor in Arts & Sciences
Weidenbaum Center Research Fellow
PhD, Carnegie Mellon University
Macroeconomic dynamics; economic development; monetary and fiscal policy

Michele Boldrin (<https://economics.wustl.edu/people/michele-boldrin/>)

Joseph Gibson Hoyt Distinguished Professor in Arts & Sciences
Graduate Admissions Officer
PhD, University of Rochester
Economic theory; economic growth; macroeconomics

Francisco (Paco) Buera (<https://economics.wustl.edu/people/francisco-buera/>)

Sam B. Cook Professor of Economics
PhD, University of Chicago
Macroeconomics; macroeconomic development

Steven Fazzari (<https://economics.wustl.edu/people/steven-fazzari/>)

Director of the Weidenbaum Center on the Economy, Government, and Public Policy
Bert A. and Jeanette L. Lynch Distinguished Professor of Economics
PhD, Stanford University
Macroeconomics; Keynesian economics; investment and finance

George-Levi Gayle (<https://economics.wustl.edu/people/george-levi-gayle/>)

John H. Biggs Distinguished Professorship in Economics
PhD, University of Pittsburgh
Econometric theory; contract theory; labor economics; personnel economics; corporate governance

Limor Golan (<https://economics.wustl.edu/people/limor-golan/>)

Laurence H. Meyer Professor of Economics
PhD, University of Wisconsin–Madison
Labor economics; applied microeconomics; applied econometrics

Rodolfo Manuelli (<https://economics.wustl.edu/people/rodolfo-manuelli/>)

James S. McDonnell Distinguished University Professor
PhD, University of Minnesota
Economic growth and development economics; macro and monetary economics

Bruce Petersen (<https://economics.wustl.edu/people/bruce-petersen/>)

Director of Undergraduate Studies
Bert & Jeanette Lynch Distinguished Professor of Economics
Weidenbaum Center Research Fellow
PhD, Harvard University
Financial economics; applied microeconomics

Werner Ploberger (<https://economics.wustl.edu/people/werner-ploberger/>)

Thomas H. Eliot Distinguished Professor in Arts & Sciences
PhD, Vienna University of Technology
Statistics; econometric methodology; time-series econometrics

Robert Pollak (<https://economics.wustl.edu/people/robert-pollak/>)

Hernreich Distinguished Professor of Economics
PhD, Massachusetts Institute of Technology
Environmental economics; microeconomics/industrial organization; business and government; political economy

Ping Wang (<https://economics.wustl.edu/people/ping-wang/>)

Seigle Family Professor
NBER Research Associate
PhD, University of Rochester
Growth/development; money/macro; economic theory; spatial/health economics

Professors

Marcus Berliant (<https://economics.wustl.edu/people/marcus-berliant/>)

Director of Graduate Studies
PhD, University of California, Berkeley
Public finance; mathematical economics; urban economics

John Nachbar (<https://economics.wustl.edu/people/john-nachbar/>)

PhD, Harvard University
Economic theory

Brian Rogers (<https://economics.wustl.edu/people/brian-rogers/>)

PhD, California Institute of Technology
Microeconomic theory, in particular, the fields of network formation, social learning, and applied game theory

Jonathan Weinstein (<https://economics.wustl.edu/people/jonathan-weinstein/>)

PhD, Massachusetts Institute of Technology
Microeconomic theory, game theory

Associate Professor

Gaurab Aryal (<https://economics.wustl.edu/people/gaurab-aryal/>)

PhD, Pennsylvania State University
Industrial organization; empirical industrial organization

Sukkoo Kim (<https://economics.wustl.edu/people/sukkoo-kim/>)

PhD, University of California, Los Angeles
Economic history; urban and regional economics; trade and development

Assistant Professors

Ana Babus (<https://economics.wustl.edu/people/ana-babus/>)

PhD, Erasmus University Rotterdam
Microeconomic theory; finance

Ian Fillmore (<https://economics.wustl.edu/people/ian-fillmore/>)

PhD, University of Chicago
Intersection of industrial organization, labor economics, and econometrics; economics of education and education markets

Sanghmitra Gautam (<https://economics.wustl.edu/people/sanghmitra-gautam/>)

PhD, University College London
Development economics; applied microeconometrics; public economics

Andrew Jordan (<https://sites.google.com/view/andrewjordanecon/home/>)

PhD, University of Chicago
Labor markets, discrimination, and criminal justice

SangMok Lee (<https://economics.wustl.edu/people/sangmok-lee/>)

PhD, California Institute of Technology
Microeconomics

Teaching Professor

Sudeshna Bandyopadhyay (<http://economics.wustl.edu/people/sudeshna-bandyopadhyay/>)

PhD, University of Maryland

Senior Lecturer

Maria Canon (<https://economics.wustl.edu/people/maria-canon/>)

PhD, University of Rochester

Lecturer

Grace J. Yan Johnson (<http://economics.wustl.edu/people/grace-junhui-yan-johnson/>)

PhD, Oklahoma State University

Postdoctoral Fellow

Chen Wei (<https://chenweipurdue.com/>)

PhD, Purdue University

Affiliated Faculty

Mariagiovanna Baccara (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mbaccara>)

PhD, Princeton University

Scott A. Baker (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=7283)

JD, University of Chicago

PhD, University of North Carolina at Chapel Hill

James Bullard (<https://economics.wustl.edu/people/james-bullard/>)

PhD, Indiana University

John Drobak (<https://law.wustl.edu/faculty-staff-directory/profile/john-n-drobak/>)
JD, Stanford University

Philip H. Dybvig (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=Dybvig>)
PhD, Yale University

Leonard Green (<http://economics.wustl.edu/people/leonard-green/>)
PhD, State University of New York

Barton Hamilton (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hamiltonb>)
PhD, Stanford University

Oksana Leukhina (<https://sites.google.com/view/oksanaleukhina/>)
PhD, University of Minnesota

Glenn MacDonald (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=macdonald>)
PhD, University of Rochester

Fernando Martin (<https://research.stlouisfed.org/econ/martin/sel/>)
PhD, University of Pennsylvania

Alexander Monge-Naranjo (<https://economics.wustl.edu/people/alex-monge-naranjo/>)
PhD, University of Chicago

Camillo Padoa-Schioppa (<https://neuroscience.wustl.edu/people/camillo-padoa-schioppa-phd/>)
PhD, Massachusetts Institute of Technology

B. Ravikumar (<http://economics.wustl.edu/people/b-ravikumar/>)
PhD, University of Iowa

Paulia Restrepo-Echavarria (<https://research.stlouisfed.org/econ/restrepo-echavarria/sel/>)
PhD, University of California, Los Angeles

Juan Sanchez (<https://economics.wustl.edu/people/juan-sanchez/>)
PhD, University of Rochester

Guillaume Vandenbroucke (<https://research.stlouisfed.org/econ/vandenbroucke/sel/>)
PhD, University of Rochester

Professors Emeriti

Lee K. Benham (<https://economics.wustl.edu/people/lee-benham/>)
PhD, Stanford University

David Levine (<http://www.dklevine.com/>)
John H. Biggs Distinguished Professor Emeritus
PhD, Massachusetts Institute of Technology

Wilhelm Neufeind (<https://economics.wustl.edu/people/wilhelm-neufeind/>)
PhD, Universität Bonn

Robert Parks (<https://artsci.wustl.edu/faculty-staff/robert-parks/>)
PhD, Purdue University

Majors

The Major in Economics

Total units required: 37 to 39

Required courses:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	1-3
or Econ 493	Mathematical Economics	
Math 2200	Elementary Probability and Statistics	3
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
or Math 3211	Statistics for Data Science I	
or ESE 326	Probability and Statistics for Engineering	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	

Elective courses:

Four advanced economics electives (12 units), at least two of which must have an Econ 4011 or Econ 4021 prerequisite.

The Major in Economics and Computer Science

The College of Arts & Sciences and the McKelvey School of Engineering have developed a major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Engineering students who declare this major must fulfill the distribution and all other requirements for the BS in Applied Science degree (p. 1291) in the McKelvey School of Engineering. Arts & Sciences students who declare this major

must fulfill the distribution and all other requirements for an AB degree (p. 1109) in addition to the specific requirements listed below. It is possible to earn the Certificate in Financial Economics in conjunction with this major (prime or second), and interested students should consult with Academic Coordinator Dorothy Petersen (dottie@wustl.edu) in the Department of Economics.

Total units required: 54

Required courses:

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 413 or Econ 413W	Introduction to Econometrics Introduction to Econometrics with Writing	3
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
Math 3200 or Math 2200 or Math 3211 or ESE 326 or DAT 120 & DAT 121	Elementary to Intermediate Statistics and Data Analysis* Elementary Probability and Statistics Statistics for Data Science I Probability and Statistics for Engineering Managerial Statistics I and Managerial Statistics II	3-6
CSE 131	Introduction to Computer Science	3
CSE 240 or Math 310 or Math 310W	Logic and Discrete Mathematics Foundations for Higher Mathematics Foundations for Higher Mathematics with Writing	3
CSE 247	Data Structures and Algorithms	3
CSE 347	Analysis of Algorithms	3

*Of these options, Math 3200 is the preferred course.

Elective courses:

- Three 3-unit economics electives drawn from any Econ 4011 prerequisite course, including Econ 4021
 - Economics electives of particular relevance include (but are not limited to) Econ 407 Market Design, Econ 4151 Applied Econometrics, Econ 452 Industrial Organization, Econ 467 Game Theory and Econ 484 Computational Macroeconomics.
- Three 3-unit computer science electives drawn from the list below:

Code	Title	Units
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 400E	Independent Study	-6
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T or ESE 417	Introduction to Machine Learning (*) Introduction to Machine Learning and Pattern Classification	3
CSE 425S	Programming Systems and Languages	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 557A	Advanced Visualization	3

*Students planning to complete CSE 517 should try to complete CSE 417T as the prerequisite course.

The Major in Mathematics and Economics

Total units required: 57

Required courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413 or Econ 413W	Introduction to Econometrics Introduction to Econometrics with Writing	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 310	Foundations for Higher Mathematics	3

or Math 310W	Foundations for Higher Mathematics with Writing	
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or Math 3211	Statistics for Data Science I	
or Math 493	Probability	

Elective courses:

Majors must complete seven electives, with three in each discipline and one from either department.

In Economics:

One of the three electives can be any economics course with Econ 4011 or Econ 4021 as a prerequisite, including from an approved study abroad program. The other two economics electives must come from the following list:

Code	Title	Units
Econ 404	Behavioral Economics and Experimental Economics	3
Econ 407	Market Design	3
Econ 410	Macroeconomics of Inequality	3
Econ 4151	Applied Econometrics	3
Econ 435	Open Economy Macroeconomics	3
Econ 437	The Economics of Financial Intermediation	3
Econ 445	Public Finance	3
Econ 452	Industrial Organization	3
Econ 460	Urban Economics	3
Econ 467	Game Theory	3
Econ 471	Development Economics	3
Econ 477	Topics in Financial Economics	3
Econ 480	Labor Economics	3
Econ 484	Computational Macroeconomics	3

- With instructor permission, students may use any of the following for economics elective credit: Econ 501, Econ 502, Econ 503, Econ 504, Econ 511, or Econ 513.
- Econ 413 may be taken from an approved study abroad program. Consult with Academic Coordinator Dorothy Petersen in the Department of Economics for more information.

In Mathematics:

For Mathematics, the electives can come from the following list:

Code	Title	Units
Math 410	Introduction to Fourier Series and Integrals	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4111	Introduction to Analysis	3

Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3
Math 439	Linear Statistical Models	3
Math 4392	Advanced Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 475	Statistical Computation	3
Math 493	Probability (if not completed as a "required" course)	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3

Advising, Questions, and Further Considerations:

- Students may declare a prime or a second major in Math + Economics via L24 (Math) or L11 (Econ), and that will determine their major advisor.
- It is possible to earn the Certificate in Financial Economics in conjunction with this major (prime or second).
- It is possible to graduate with Latin Honors or with "English" honors. Students should refer to the departments' websites or consult with either Professor Blake Thornton (bthornton@wustl.edu) in the Department of Mathematics and Statistics or Academic Coordinator Dorothy Petersen (dottie@wustl.edu) in the Department of Economics for more information.
- Substitutions for mathematics courses and study abroad approval for mathematics courses will be determined by the Department of Mathematics and Statistics.
- Substitutions for economics courses and study abroad approval will be determined by Academic Coordinator Dorothy Petersen in the Department of Economics.
- Substitutions for CSE 131 are subject to approval by the McKelvey School of Engineering.

The Certificate in Financial Economics

By completing a specialized set of electives, majors (prime or second, including the joint majors) can earn the Certificate in Financial Economics (<https://economics.wustl.edu/certificate-financial-economics-0/>). More information about the Certificate in Financial Economics can be found on the department website.

Additional Information

Majors must complete Econ 4011, Econ 4021, and the Econ 4011/Econ 4021 prerequisite electives in residence during the fall and spring semesters. *Prerequisites:* The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to, or concurrently with, enrollment in Econ 4011. The prerequisite courses for Econ 4021 are Econ 1021 and Econ 4011.

An additional approved substitution for the "statistics" requirement of the majors is DAT 120 AND DAT 121. For the Econ+CSE major and the Math+Econ major, Math 3200 is the preferred course choice. Students who are prime in McKelvey (EN) may use ESE 326 for the "statistics" requirement of any of the majors, and no pre-approval is required.

The upper-level units (300- and 400-level courses) required for the major must be independent of other majors or minors (i.e., upper-level coursework required for a major may not be double-counted for another major or a minor in Arts & Sciences).

Senior Honors: Students are invited during the second semester of their junior year to participate in the honors program during their senior year if they meet certain academic requirements.

More information about the majors, the minors, the course offerings, and the honors program can be found in the Economics Undergraduate Guide (<http://economics.wustl.edu/undergraduate/>), available on the department website and from the department. Students are also encouraged to contact Academic Coordinator Dorothy Petersen (dottie@wustl.edu) with any questions.

Minors

The Minor in General Economics

Economics units required: 15

Required courses:

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Total Units		12

Elective course: One economics elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course

Prerequisites: The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to, or concurrently with, enrollment in Econ 4011. The prerequisite courses for Econ 4021 are Econ 1021 and Econ 4011.

The Minor in Applied Microeconomics

Economics units required: 15

Required courses:

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Total Units		9

Elective courses:

- One economics elective having Econ 4011 as a prerequisite course
- One economics elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course

Prerequisites: The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to, or concurrently with, enrollment in Econ 4011.

Courses

Visit online course listings to view semester offerings for L11 Econ (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L11&crslvl=1:4>).

L11 Econ 1011 Introduction to Microeconomics

Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken.

Credit 3 units. A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, SSC EN: S

L11 Econ 1021 Introduction to Macroeconomics

Business fluctuations: inflation and recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 also should be taken.

Credit 3 units. A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, SSC EN: S

L11 Econ 105 The Endgame of Entrepreneurship:

Leveraging Capitalism for Good

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable

Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 105

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L11 Econ 208 First-Year Seminar: Economics and Society

Economics and Society is a first-year seminar open to interested students, without prerequisites of any kind. Two to four topics will be chosen for in-depth discussion during the semester. Possible topics include but are not limited to inequality (domestic and international); globalization (pros/cons); "big banks" and their role in financial crises; wars and national security; health and disease; and capitalism and socialism. The seminar seeks to spread economic literacy among tomorrow's opinion leaders, improve their ability to analyze social issues, help them explain their viewpoint to others, and understand different opinions. (The course cannot be used for economics major/minor credit.)

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 296 Undergraduate TA

In this course, an advanced undergraduate can assist a faculty member in the teaching of an undergraduate Economics class. Students can enroll after their selection by a supervising faculty member, which occurs after an application (on the department website) is submitted and reviewed, perhaps in conjunction with an interview with the supervising faculty member. Students can enroll in only one section per semester. Students will be expected, at a minimum, to attend lectures and hold office hours. Specific grading duties will be determined by the supervising faculty member, in accord with Arts & Sciences policies. The typical number of units earned is 2, with the possibility of a maximum of 3, per semester. This course can be repeated for P/F credit. Prerequisite: instructor permission.

Credit variable, maximum 3 units.

L11 Econ 326 American Economic History

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and 1021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 328 History of Economic Analysis

The purpose of this course is to introduce students to some of the theories and doctrines that constitute the main paradigms from which economists and policy makers approach the world. Rather than focusing on the whole history of economic thinking, we will focus on practical issues, including questions such as the following: What determines the wage of labor? Why is monopoly considered a bad thing? At what level does an interest rate become usury? We will consider how these questions have been framed and answered at different points in time and in different

cultures. Important components of this course are participation in in-class discussion and essays submitted on the practical issues discussed throughout the semester. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 331 Financial Markets and Analysis

This course is a rigorous introduction to financial markets, financial institutions, and their purpose and functions in the economy. In financial markets, trade is essentially "money now" for "money in the future." As such, financial decisions must often take into account future events, whether those be related to individual stocks, portfolios, or the market as a whole. This course explores the topics related to the level and structure of interest rates and of stock prices, portfolio choice, basic investment theory, and arbitrage pricing theory, among others. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 335 Money and Banking

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L11 Econ 348 Economic Realities of the American Dream

Exploration of the realities of economic life in the United States and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 3501 Political Economy

The course introduces students to the field of political economy. The approach is to apply the economic theory and concepts to political actors and behavior. Students are expected to learn: how economic and political forces may shape the incentives and constraint of political actors (e.g., voters and policy makers); the role of institutions in shaping both political behavior and policy outcomes. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 352 Health Economics

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 354 The Economics of Criminal Justice

In this course, we will use the theoretical and empirical tools of economics to study the criminal justice system. By constructing models of how arrest/prosecution/conviction/sentencing/etc. decisions are made, we will evaluate these decisions for errors and especially for bias. We will also see how economists test hypotheses about the criminal justice system using the same types of "natural experiments" they use to study markets. Prerequisites: Econ 1011 and Math 2200.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 380 Labor and the Economy

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 4011 Intermediate Microeconomic Theory

Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of general equilibrium under pure exchange, including the concepts of competitive equilibrium and Pareto efficiency. Discussion of the role of time as it pertains to interest rates, discounting and net present value. Analysis of standard monopoly and simple oligopoly problems. Development of noncooperative game theory, including strategic and extensive-form equilibria and Nash and sub-game perfect equilibria. Thorough training in intermediate theory requires both Econ 4011 and Econ 4021. Prerequisites: Econ 1011, Math 132 and concurrent enrollment in, or prior completion of, either Math 233 or Econ 493 (Mathematical Economics).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 4021 Intermediate Macroeconomic Theory

National income and labor market measurement. Business cycle facts and consideration of alternative explanations for business cycle phenomena. Development of Solow growth model, along with theories of endogenous growth and an examination of reasons for differences in growth rates across countries. General equilibrium description of firms and consumers in labor and product markets. Implementation of monetary and fiscal policy, and exploration of the impact of policy changes on the macroeconomy. Prerequisites: Econ 1021 and Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 404 Behavioral Economics and Experimental Economics

Behavioral economics is an effort to incorporate ideas from psychology into economic models of behavior. We will focus on popular experimental anomalies, including the Allais and Rabin paradoxes, ultimatum bargaining, the centipede and public goods contribution games. We will examine the extent to which these are consistent with standard economic theory and how they may contradict it. The primary focus will be a critical examination of psychological theories of nonstandard preferences including loss aversion, probability weighting, reciprocity, fairness and present bias. Theories of incorrect beliefs and systematic biases such as money illusion and procrastination will be covered. Applications to the current economic crisis will also be discussed. The class will include an

introduction to experimental methods in economics, including hands-on experience in the MISSEL laboratory. A sound grounding in economic theory is essential to the course. You must have successfully completed Econ 4011, and should be acquainted with basic optimization theory, expected utility theory, risk aversion, discounting and basic game theory including dominance, Nash equilibrium and subgame perfection.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 407 Market Design

The objective of this course is to study how to design mechanisms to allocate scarce resources and how to create successful marketplaces. We will primarily consider two topics: (1) two-sided matching markets, such as the National Resident Matching Program and the Kidney Exchange for transplants, and (2) auctions used by Google, Facebook, etc. Time permitting, a third topic will be the problem of designing and regulating market "platforms," such as the e-commerce markets run by eBay, Amazon, and Craigslist, and applications marketplaces run by Apple, Google, etc., as well as the electronic financial trading platforms run by the NYSE. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 410 Macroeconomics of Inequality

In this course, we study the driving forces of inequality across countries, across time, and across individuals within a country. We will define and measure inequality using standard measures of economic well-being, such as income, wealth, and consumption of market goods, and we will also consider broader measures such as health outcomes. Historical cross-country data, microdata, and specific case studies will be used to evaluate theories of the sources of inequality. Key variables to be evaluated include physical capital investment, education and human capital investment, technological progress, robotization, international trade, and financial markets, among others. Prerequisites: Econ 4011 and Econ 4021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 411 Optimization and Economic Theory

An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome. Prerequisites: Econ 4011 and Math 309 or permission of the instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 413 Introduction to Econometrics

Course provides a basic working knowledge of econometrics. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. Sections 1 & 2 prerequisites: Econ 1011 & 1021 and Math 2200 or equivalent. Section 3 prerequisites: Econ 4011 and Math 2200 or equivalent. The Friday subsection "A" is for Section 03 only. This subsection is a help session, and attendance is not required. *Please note:* Requests for online registration will be wait listed, and students will be enrolled according to Economics major/minor status and student level (e.g., priority to Level 8 Econ majors).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 413W Introduction to Econometrics with Writing

Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is a student's initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. The three writing assignments and the final paper will provide students an opportunity to formulate an economic model, estimate the model with appropriate data, and interpret the results. This experience will help students understand how econometrics relates to other upper-level economics courses which focus on theoretical models for how the world operates. Econometrics provides a method of testing the validity of these economic models, and the term paper will improve students' writing skills, giving them a chance to write clearly and concisely about technical material. Prerequisites: Econ 4011 and Math 2200 or equivalent. *Please Note:* Requests for online registration will be wait listed, and students will be enrolled according to economics major/minor status and student level (e.g., priority to Level 8 economics majors). Students should also select the "A" subsection.
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L11 Econ 4151 Applied Econometrics

Introduction to econometrics as it is applied in microeconomics. Emphasis is on hands-on implementation of the models covered in the course. Topics related to the analysis of microeconomic data include cross-section and panel data linear models and robust inference; instrumental variables estimation; simultaneous equation models; models for discrete choice; and truncation, censoring and sample selection models. The Friday "A" subsection is an opportunity to get assistance with the STATA-based assignments, via a TA-led help session. Attendance at the subsection is recommended, but not required. Prerequisites: Econ 4011 and Econ 413. Math 309 is recommended.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 4301 Understanding the Financial Crisis

The global financial crisis of 2007-2009 was the most severe since the Great Depression. The goal of the course is to provide tools to analyze key elements of this crisis. We will move from a corporate finance perspective — to understand the behavior of firms and financial institutions — to a macroeconomic perspective — to make this behavior in aggregate outcomes and policy responses. Topics covered include: the U.S. crisis in historical and international perspective; corporate finance of firms and banks in closed and open economy; monetary and fiscal policy intervention; the open economy dimension of the financial crisis; the European Sovereign Debt crisis.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: FAAM, SSC EN: S

L11 Econ 432 Economics of Public Policy

This course will cover the logic underlying the economics and politics of public policies concerning issues such as international trade, monetary policy, fiscal policy, market reforms, pollution control, economic inequality and the welfare state more generally. The general question we will address, using specific cases, is that of the role of markets and government in an economy. The course relies heavily on the concepts and methods of microeconomics and macroeconomics. There are many theories of how economic policies work and considerable

debate as to what can be done and what should be done. We will examine the facts (past and present) and then examine the theories and their explanatory power. We will also organize the class into research groups that will address specific economic policies issues. Prerequisite: Econ 4011.
Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 435 Open Economy Macroeconomics

This course begins with a review of international trade theory, of the balance of payment accounts, and their relationship to international borrowing and lending. We then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course also explores monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries, and their relation to stabilization program. Prerequisite: Econ 4021.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

L11 Econ 437 The Economics of Financial Intermediation

The structure and the role of banks have changed tremendously. The historically-traditional activity of granting loans and collecting deposits has evolved into a much richer and more complex set of financial contracts. The separation between financial asset trading activity and traditional commercial bank activity that was typical of the financial system in the period after the World War II also disappeared. Coincident with the evolution of financial institutions was the development of the asymmetric information model. The role of banks in the economy can be explained with the tools developed in these models of the economics of information, as a microeconomic theory of banking does not exist when information is symmetric and markets are complete. The economics of information literature is also used to explain the evolution of financial institutions and markets, and to understand the consequences of that evolution for economic outcomes (such as economic development and financial crises) and for monetary policy choices (such as central bank interventions, regulations and changes in the payments system). Prerequisite: Econ 4011; Econ 4021 recommended, but not required.
Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 444 Innovation and Intellectual Property: Theory and Practice

Innovation — figuring out better and cheaper ways of satisfying human desires — is the key to improving our well-being. It is not patient saving and accumulation that makes us so much better off than we used to be: capital accumulation is only the conduit through which the innovation juices flow. The question is: What drives it? How come some societies are apparently much more innovative than others? How come we have the impression that most useful inventions took place in the past three centuries? Are there policies that help fostering innovation and others that hurt? The course tries to address these questions. Economists have many theories of innovation, some better than others. We look at the theories, we examine the facts (past and present), then we go back to the theories and reconsider their explanatory power. With this background, we approach the debate about intellectual property, what it is and what it is not good for, whose interests it serves, and whose well-being it thwarts. Prerequisite: Econ 4011.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 445 Public Finance

The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion and proposals for fundamental tax reform. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Art: SSC

L11 Econ 448W Current Macroeconomic Issues

Review and extension of macroeconomic models from Econ 4021 from a comparative perspective and use of these models to analyze current macroeconomic and policy issues. Topics include recession and recovery; long-term growth; saving and social security; investment; and monetary policy. Multiple writing assignments that emphasize critical analysis of theoretical perspectives and readings applied to current macroeconomic topics. Assignments are revised to improve logical structure, clarity and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 4021. Please note: Requests for online registration are wait-listed. Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L11 Econ 451 Environmental Policy

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L11 Econ 452 Industrial Organization

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 460 Urban Economics

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 467 Game Theory

This course covers advanced applications of Game Theory in economics. Topics include expected utility, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, Nash equilibrium and its refinements. We apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. Prerequisites: Econ 4011 and Math 2200.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 471 Development Economics

This course investigates issues related to the development of the economics of third-world countries. Topics include economic growth, poverty, corruption, and human capital accumulation, with an emphasis on education and health-related policies. The course provides an in-depth understanding of the role of the state and the impact of specific public policies designed to encourage development. Empirical examples are drawn from Asia, Latin America, and the African subcontinent. Prerequisites: Econ 4011 and Econ 413 or Econ 413W.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 472 Topics in Growth and Development

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population; human capital and labor market development; R&D and innovation; finance and growth; modernization and industrial transformation; world income disparities and poverty problems; institutions and political economy issues; environmental and social factors; and international trade and economic integration. Prerequisites: Econ 4011 and Econ 4021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 4721 Advanced Topics in Modern Economic Growth

This course studies economic theories that explain the observed patterns of economic development across time and space. What explains the growth of the world economy since the Industrial Revolution? Why are the level and the growth rate of per-capita income so different across countries? What explains the decline of manufacturing, and its growth in the early stages of development? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment in physical and human capital, technology, coordination, financial markets, and environmental variables will be presented. Theories will be evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisites: Econ 4011.

Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 477 Topics in Financial Economics

Financial economics is a field of economics in which economic principles are applied to the study of financial markets, corporations, banks, and monetary and central bank policies. Of particular importance are the roles of risk, uncertainty, and time in the allocation of resources. Currently, there are two courses in "Topics in Financial Economics": Asset Pricing and Investments.

The former is generally offered in the fall semester; the latter in the spring. Both may be taken for major or minor credit, and both are elements of the Certificate in Financial Economics. Prerequisites: Econ 4011, Econ 4021, and Econ 413. Credit 3 units.

L11 Econ 480 Labor Economics

Economic analysis of labor markets. Theory and evidence on supply of and demand for labor, explanation of wage and income differentials; impact of education on human skills and productivity. Prerequisites: Econ 401 and 413. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 483 Economics of Education

The course involves analysis of the economic and social determinants and consequences of education. Because each person's education is an investment in human capital that allows the individual to contribute to society in a productive way, education becomes a crucial determinant of an economy's ability to achieve high growth with high wages, low unemployment and strong social cohesion. This course addresses three essential topics from the wide-ranging field of the economics of education. The first is demand-side oriented and includes: (1) the measurement of the returns to education in the labor market (human capital theory; the central idea of education as human capital investment); and (2) a characterization of the education production function, which relates the various inputs affecting a student's learning (schools, families, peers, neighborhoods, etc.) to measure outputs including labor market success, graduation rates and standardized test scores. The second important topic involves political economy and the supply side: the financing and provision of education. The third part of the course is devoted to the links between education and economic development, including cross-country differences in schooling, returns to schooling and per-capita income. Prerequisites: Econ 4011, Econ 4021 and Econ 413.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 484 Computational Macroeconomics

This course provides a more in depth look into quantitative methods used in contemporary macroeconomic analysis. We will cover numerical methods used in dynamic optimization. In practice, we will apply these methods to solve two major models used in macroeconomic analysis, using both Excel and Matlab. The Neoclassical Growth Model and its variants are used to study aggregate trends and aggregate effects of government policy. The lifecycle model is used to examine questions involving decision-making over the lifecycle. We will learn how to use empirical observations for the purpose of calibrating model parameters and how to conduct policy evaluation in the context of calibrated models. Our policy evaluation will focus on fiscal policy (taxes) and social security issues. Prerequisites: 4011 and 4021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 490 Independent Work

Prerequisites: senior standing and permission of the supervising faculty member. Consult Academic Coordinator for further details. Note: This course does not count toward the major or minor in economics.

Credit variable, maximum 6 units.

L11 Econ 493 Mathematical Economics

The objective of this course is to develop the mathematical tools necessary for the study of intermediate micro- and macro-economic theory and the advanced electives in economics. The principal focus will be the calculus of multivariate functions (including total and partial differentiation), unconstrained and constrained optimization of multivariate functions, and implicit and inverse function rules. Time permitting, additional topics will be introduced. Economics majors and minors must take this course (or Math 233) prior to, or concurrently with, Econ 4011. Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 494 Economic Analysis with Excel

This mini course offers students the opportunity to master the advanced functionality of Microsoft Excel, and to apply those skills to common economic, statistical, and financial problems. Even those familiar with the basic functioning of Excel may be surprised to learn how little of its full capability most users access. Though basic functions will be covered, our focus will be on leveraging Excel's more advanced functions, analytical tools, reporting templates, and linking features to manage multiple workbooks, manipulate data across files, automate tasks, and produce publication quality charts, tables, and graphs. In addition to providing hands-on experience using Excel's advanced capabilities, the course is designed to serve as a bridge between introductory econometrics and practical work with real-world datasets. The course will be held in the computer classroom so that students can obtain practical experience preparing data, managing workflow, and presenting results. Added emphasis throughout the course will be placed on examples with applications in economics. Prerequisites: prior completion of, or concurrent enrollment in, Econ 413 (or equivalent).

Credit 1.5 units.

L11 Econ 497 Research in Economics

Opportunity to work as part of a research project under faculty supervision. Note: This course does not count toward the major or minor in economics. May be repeated for credit.

Credit variable, maximum 3 units. A&S IQ: SSC Arch: SSC EN: S

L11 Econ 498 Honors Seminar

Advanced application of economic theory to policy problems. This is the first part of the two-course sequence for seniors writing an honors thesis, and it is taken in the fall semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program.

Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 499 Study for Honors

Independent reading and research under faculty direction leading to a Senior Honors Thesis. This is the second part of the two-course sequence for seniors writing an honors thesis, and it is taken in the spring semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program.

Credit 3 units.

Education

Whether a student's goal is to teach young minds, discover how humans learn, or better understand educational institutions and policies, the Department of Education at Washington University offers students a chance to explore their interests, develop their skills, and begin their journey to a rewarding career through undergraduate programs in Teacher Education and Educational Studies. Our academic programming views the learning pathway as part of a broader transdisciplinary framework of development and well-being. Conditions associated with education and youth development represent a problem space where persistent engagement and planning across political boundaries, health care providers, youth-serving organizations, and educational institutions are critical. We offer a vibrant student-centered community in which faculty and staff are invested in the mentoring and success of students. Many of our classes are smaller and thus allow for meaningful interactions with the education community.

The Department of Education offers undergraduate majors in Teacher Education with elementary, middle school, and secondary specializations. The elementary, middle school, and secondary teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex normative and changing activity, teacher education is viewed as an on-going, problem-solving process as opposed to a search for the "one right" answer or "one best" way.

The Department of Education also offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. Students in the Educational Studies program apply the perspectives and methods of a number of disciplines to questions about educational institutions, educational processes, and the social and cultural factors that affect them.

Contact: Alyssa McDonald
Phone: 314-935-6791
Email: alyssa.mcdonald@wustl.edu
Website: <http://education.wustl.edu>

Faculty

Chair

Andrew Butler (<https://education.wustl.edu/people/andrew-c-butler/>)

Associate Professor of Education
PhD, Washington University in St. Louis

Endowed Professor

Carol Camp Yeakey (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

Associate Professors

Mary Ann Dzuback (<https://education.wustl.edu/people/mary-ann-dzuback/>)

PhD, Columbia University

Rowhea Elmesky (<https://education.wustl.edu/people/rowhea-elmesky/>)

PhD, Florida State University

Michelle Purdy (<https://education.wustl.edu/people/michelle-purdy/>)

Director, Undergraduate Program in Educational Studies
PhD, Emory University

Assistant Professors

Ebony Duncan-Shippy (<https://education.wustl.edu/people/ebony-m-duncan-shippy/>)

PhD, Vanderbilt University

Christopher Rozek

PhD, University of Wisconsin, Madison

Lecturers

Lisa Gilbert

PhD, Saint Louis University

Aurora Kamimura

PhD, University of Michigan, Ann Arbor

Lyndsie Schultz (<https://education.wustl.edu/people/lyndsie-schultz/>)

PhD, Washington University in St. Louis

Affiliate Faculty

John Baugh (<https://education.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania

Cindy Brantmeier (<https://education.wustl.edu/people/cindy-brantmeier-1/>)

PhD, Indiana University, Bloomington

Allison King (<https://www.ot.wustl.edu/about/our-people/allison-king-48/>)

MD, University of Missouri School of Medicine, Columbia

Mark A. McDaniel (<https://education.wustl.edu/people/mark-mcdaniel/>)

PhD, University of Colorado

Mike Strube (<https://education.wustl.edu/people/michael-strube/>)

PhD, University of Utah

Rebecca Treiman (<https://education.wustl.edu/people/rebecca-treiman/>)

Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences

PhD, University of Pennsylvania

James V. Wertsch (<https://education.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor

PhD, University of Chicago

Staff

Michele Augustin (<https://education.wustl.edu/people/michele-augustin/>)

Director, Teacher Education and Academic Services

EdD, EdS, Missouri Baptist University

Jessica Bockskopf

Field Placement Specialist

EdD, Maryville University

Mark Hogrebe

Educational Research, Statistician

PhD, University of Georgia

Judith H. Joerding

Kappa Delta Pi Advisor

EdD, Saint Louis University

Alyssa McDonald

Student Services Coordinator

MEd, Middle Tennessee State University

Mel Nicolas (<https://education.wustl.edu/people/mel-nicolas/>)

Administrative Coordinator, Faculty Support

BS, Missouri Southern State University

Majors

The Department of Education offers students a choice between two majors: Teacher Education, which allows students to prepare for careers as teachers, and Educational Studies, which allows students to study educational institutions and their sociocultural contexts and processes. Within the Teacher Education major, there are four specializations from which students can choose: Elementary Teacher Education, Middle School Teacher Education, Secondary Teacher Education, and K-12 Teacher Education.

Requirements for Teacher Education majors: Teacher Education majors should seek admission to a teacher preparation program early in their sophomore year. To be eligible, students must pass an entrance examination mandated by the State of Missouri or prove adequate content knowledge

through ACT scores, and they must have a minimum grade-point average of 3.0 in the content area. In addition, students should contact education department advisor Michele Augustin (maugusti@wustl.edu) as early as possible to ensure that they fulfill College of Arts & Sciences, departmental and professional requirements for certification. Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education issues a teaching certificate if the student has passed the required Missouri certification exams, has a minimum content area GPA of 3.0, and has no grade lower than a B in required fieldwork or education course work.

The Major in Elementary Teacher Education

Total units required: 48

This major prepares students to teach grades 1 through 6 and may be completed within a four-year undergraduate degree. In addition to the Teacher Education major, students must declare a major or minor in a closely related field of study.

- Students are required to complete the following education courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 466	Mathematics for Elementary School Teachers	3
Educ 4681	Teaching Reading in the Elementary School	3
Total Units		19

- Students must enroll in the methods block during the spring of the junior year:

Code	Title	Units
Educ 4731	Elementary School Mathematics	3
Educ 4741	Elementary Science: Content, Curriculum and Instruction	2
Educ 470	Language, Learning and Instruction	3
Educ 4751	Elementary Social Studies: Content, Curriculum and Instruction	2

Educ 4771	Arts and Aesthetics: A Means of Communication	3
Educ 4841	Elementary Methods Field Experience	2
Total Units		15

- Students must enroll in the elementary school teaching block during the fall of senior year:

Code	Title	Units
Educ 4831	The Teaching-Learning Process in the Elementary School	3
Educ 4911	Student Teaching in the Elementary School	var.; max 8
Educ 525	Diagnosis and Correction of Reading Disabilities	3

The Major in Middle School Teacher Education

Total units required: 44

This option prepares students to teach in middle school grades 5 through 9. Students must major in a subject field taught at the middle school level (language arts, science, mathematics or social science) or complete concentrations in two or more content areas while maintaining a 3.0 GPA in those subjects. In addition, students are required to complete the following education courses:

- 3 credits in educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4843	Field Experience Seminar	3
Educ 4951	Middle School Philosophy and Organization	2

Educ 4952	Middle School Curriculum and Instruction	3
Educ 5253	Instructional Interventions in Reading for Adolescents and English Language Learners	3

- In addition, middle school teacher certification students must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades 5-9, all content areas)	2
Educ 400E	Curriculum and Instruction in Secondary English (Grades 5-9, content area: Language Arts)	1
Educ 4451	Teaching Writing in School Contexts (Grades 5-9, content area: Language Arts)	3
Educ 400S	Curriculum and Instruction in Secondary Science (Grades 5-9, content area: Science)	1
Educ 400M	Curriculum and Instruction in Secondary Mathematics (Grades 5-9, content area: Mathematics)	1
Educ 40SS	Curriculum and Instruction in Secondary Social Science (Grade 5-9, content area: Social Science)	1

- Students must enroll in the middle school teaching block during the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 4922	Student Teaching in Middle Schools	var.; max 8
Educ 5681	Reading in the Content Areas	3

The middle school teacher education option may be completed in conjunction with the secondary major; all requirements for both must be met, including student teaching at both levels. Students who choose middle school certification will student teach during the spring of their senior year while concurrently taking additional education course work, depending on the option selected. Some education course work will be taken concurrently with student teaching, but that course work will vary depending upon the option selected.

The Major in Secondary Teacher Education

Total units required: 36 to 39

This major prepares students to teach in senior high school grades 9 through 12. Students are required to complete a major in a content area and to maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4843	Field Experience Seminar	3
Educ 5253	Instructional Interventions in Reading for Adolescents and English Language Learners	3

- In addition, secondary teacher certification students must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades 9-12, all content areas)	2
Educ 400E	Curriculum and Instruction in Secondary English (Grades 9-12, content area: English)	1
Educ 4451	Teaching Writing in School Contexts (Grades 9-12, content area: English)	3
Educ 400S	Curriculum and Instruction in Secondary Science (Grades 9-12, content areas: Biology, Chemistry, Earth Science, and Physics)	1

Educ 400M	Curriculum and Instruction in Secondary Mathematics (Grades 9-12, content area: Mathematics)	1
Educ 40SS	Curriculum and Instruction in Secondary Social Science (Grades 9-12, content area: Social Science)	1

- Students must enroll in the secondary school teaching block in the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 492	Student Teaching in the Secondary School	var.; max 8
Educ 5681	Reading in the Content Areas	3

The Major in K-12 Teacher Education

Total units required: 36

This major prepares students to teach in grades K-12 in the areas of art, dance, or world languages, including Latin. Students must complete a major in their content area and maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 4843	Field Experience Seminar	3
Educ 5253	Instructional Interventions in Reading for Adolescents and English Language Learners	3

- In addition, teacher certification students intending to teach in grades K-12 must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades K-12, all content areas)	2
Educ 400L	Curriculum and Instruction in World Languages K-12 (Grades K-12, content area: Foreign Language)	1
Educ 400A	Curriculum and Instruction in Art K-12 (Grades K-12, content area: Art)	1
Educ 5007	Instructional Techniques for Art K-12 (Grades K-12, content area: Art)	3
Educ 400D	Curriculum and Instruction in Dance K-12 (Grades K-12, content area: Dance)	1

- Students must enroll in the secondary school teaching block during the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 494	Student Teaching in Grades K-12	var.; max 8
Educ 5681	Reading in the Content Areas	3

The Major in Educational Studies

Total units required: 24

The Educational Studies program examines and applies the historical, social, cultural, psychological and public policy aspects of educational institutions and educational processes as well as the social and cultural factors that affect them. The program provides an entry point into the study of the multidimensional field of education, analysis, the individual and the collective. By becoming familiar with educational research and writing, students in Educational Studies are expected to develop basic inquiry skills as well as a critical understanding of how educational institutions function, how individuals grow and change, and how social groups are shaped by educational processes. These tools should help students develop the ability to integrate and apply systematic knowledge in order to guide personal action and professional development and to understand and possibly transform social and institutional policy.

The Educational Studies program is appropriate for students who want to enhance their understanding of educational policy and of the educational issues that they may encounter in their careers or face as students, citizens and adults. Many educational studies majors pursue graduate or professional

study; however, this major also prepares students to work in educational, nonprofit and government agencies. Students are strongly encouraged to complete a second major, although this is not required.

Required Courses:

Note: The frequencies of the course offerings are designated by the following symbols:

- (+) Offered every semester in recent years;
- (*) Offered at least once a year in recent years; and
- (-) Offered less frequently in recent years.

- Discipline-Based Study (three courses required):

Code	Title	Units
Educ 304	Educational Psychology (+)	3
Educ 434B	Seminar in Black Social Sciences (-)	3
Educ 453B	Sociology of Education (+)	3
Educ 459F	Philosophies of Education (*)	3
Educ 462	Politics of Education (*)	3
Educ 4621	The Political Economy of Urban Education (-)	3
Educ 481W	History of Education in the United States (*)	3

- Individual Processes of Education (one or two courses required):

Code	Title	Units
Educ 4023	Second Language Acquisition and Technology (*)	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning (+)	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings (+)	1
Educ 4055	Central Topics in Psychological Research on Teaching and Learning (*)	3
Educ 408	Education and Psychology of Exceptional Children (+)	3
Educ 433W	Complex Learning in Education (*)	3
Educ 461B	The Construction and Experience of Black Adolescence (-)	3
Educ 4692	Reading Across Languages and Cultures: Theory, Reserach, and Practice (*)	3

- Social Context of Education (one or two courses required):

Code	Title	Units
Educ 301C	The American School ⁽⁺⁾	3
Educ 303	Gender and Education ⁽⁻⁾	3
Educ 313B	Education, Childhood, Adolescence, and Society ⁽⁺⁾	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities ^(*)	3
Educ 4033	Video Microanalysis: Methods and Tools ⁽⁻⁾	3
Educ 4111	Linguistics and Language Learning ^(*)	3
Educ 4280	History of Urban Schooling in the United States ⁽⁻⁾	3
Educ 4288	Higher Education in American Culture ^(*)	3
Educ 4289	Neighborhoods, Schools and Social Inequality ^(*)	3
Educ 4511	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education ⁽⁻⁾	3
Educ 4608	The Education of Black Children and Youth in the United States ⁽⁻⁾	3
Educ 489	Education and Public Policy in the United States ^(*)	3

- **Elective Requirement:** In addition to the six courses (18 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete one elective course (3 credits), which may be satisfied with any course listed above. Students may also consult with the Director of Educational Studies regarding additional courses offered by or cross-listed in the education department.
- **Capstone Seminar in Educational Studies** Educ 4999: All majors not writing an educational senior honors thesis are required to enroll in the senior seminar (3 credits). Students read and write papers based on readings and the courses taken to complete the major requirements in the program, and they also complete a research project.

Additional Information

Honors Program: Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Teacher Education or Educational Studies — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts and Sciences' Latin Honors Program or departmental honors from the Department of Education.

Students interested in Latin honors work should speak with either the Director of Teacher Education or the Director of Educational Studies about eligibility and requirements as early as sophomore year, or, ideally, during the junior year.

Study Abroad: There are six preapproved sites for semester-long study abroad in Teacher Education and Educational Studies:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two preapproved sites for summer study abroad:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

Title II: Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website (<https://education.wustl.edu/teacher-certification/#anchor-group-10213>).

Minors

The Minor in Educational Studies

Units required: 18

Required courses:

Note: The frequencies of the course offerings are designated by the following symbols:

- (+) Offered every semester in recent years (pending faculty availability)
- (*) Offered at least once a year in recent years
- (-) Offered less frequently in recent years

- Discipline-Based Study (two courses required):

Code	Title	Units
Educ 304	Educational Psychology ⁽⁺⁾	3
Educ 434B	Seminar in Black Social Sciences ⁽⁻⁾	3
Educ 453B	Sociology of Education ⁽⁺⁾	3
Educ 459F	Philosophies of Education ^(*)	3
Educ 462	Politics of Education ^(*)	3
Educ 4621	The Political Economy of Urban Education ⁽⁻⁾	3
Educ 481W	History of Education in the United States ^(*)	3

- Individual Processes of Education (one course required):

Code	Title	Units
Educ 4023	Second Language Acquisition and Technology ^(*)	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning ⁽⁺⁾	3
Educ 4053	Educational Psychology Lab: A Focus on Teaching and Learning in School Settings ⁽⁺⁾	1
Educ 4055	Central Topics in Psychological Research on Teaching and Learning ^(*)	3
Educ 408	Education and Psychology of Exceptional Children ⁽⁺⁾	3
Educ 433W	Complex Learning in Education ^(*)	3
Educ 461B	The Construction and Experience of Black Adolescence ⁽⁻⁾	3
Educ 4692	Reading Across Languages and Cultures: Theory, Reserach, and Practice ^(*)	3

- Social Context of Education (one course required):

Code	Title	Units
Educ 301C	The American School ⁽⁺⁾	3
Educ 303	Gender and Education ⁽⁻⁾	3
Educ 313B	Education, Childhood, Adolescence, and Society ⁽⁺⁾	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities ^(*)	3
Educ 4033	Video Microanalysis: Methods and Tools ⁽⁻⁾	3
Educ 4111	Linguistics and Language Learning ^(*)	3
Educ 4280	History of Urban Schooling in the United States ⁽⁻⁾	3
Educ 4288	Higher Education in American Culture ^(*)	3
Educ 4289	Neighborhoods, Schools and Social Inequality ^(*)	3

Educ 4511	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education ⁽⁻⁾	3
Educ 4608	The Education of Black Children and Youth in the United States ⁽⁻⁾	3
Educ 489	Education and Public Policy in the United States ^(*)	3

- **Elective Requirements:** In addition to the four courses (12 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete two elective courses (6 credits), which may be satisfied with any of the courses listed above. Students may also consult with the Director of Educational Studies regarding additional courses offered by or cross-listed in the education department.

Courses

Visit online course listings to view semester offerings for L12 Educ (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L12&crslvl=1:4>).

L12 Educ 102 First-Year Seminar: Strengths, Weaknesses, Opportunities, and Threats for 21st-Century Education

This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 102A First-Year Seminar: Metacognating Mario -- Learning and Video Games

Although we often associate education with school-based activity, human beings learn in multiple environments beyond the formal classroom. Video games, while often dismissed as frivolous entertainment, provide one such example of a significant experiential learning context: individual players develop skills in the pursuit of goals, collaborate with each other to advance their theorizing about the game's mechanics, and display deep engagement and persistence in the face of frustration despite a lack of extrinsic rewards. Among the questions encountered in this course will be the following: What kind of understanding is built through game play? How might games teach us about ourselves as learners? In what ways might the skills involved in learning to play a game transfer to learning in other contexts? What pedagogical lessons might teachers take from game designers? Throughout the course, readings and activities will promote the rigorous critical analysis of both games and theories of learning.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU:
BA EN: S

L12 Educ 102B First-Year Seminar: Improving Student Success Through Psychological Interventions

One of the most exciting transformations in the social sciences in recent years is the finding that brief psychological exercises can improve important student outcomes for months and years, such as raising school achievement and reducing inequality. These interventions help individuals flourish and help our society live up to its ideals. They address critical psychological questions that people have, like the following: Do people like me belong in this school? Can I learn math? When will I ever use what I am learning in class? In this seminar, we will learn about psychological interventions in education; how they work; how they can cause lasting benefits; their intellectual lineage; how they can be used, adapted, and scaled to address contemporary problems; and challenges and mistakes that can arise in doing so. In addition to learning from classic and contemporary research, students will design their very own intervention and workshop others' efforts. When students have completed this seminar, they will more fully understand the psychological aspect of educational problems and how this can be addressed through rigorous research.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU:
BA EN: S

L12 Educ 102C First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU:
BA EN: S

L12 Educ 200 Topics in Education

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: SSC Art: SSC BU: HUM EN: S

L12 Educ 203A Introduction to Education: Contradictions and Controversies in School Choice

Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203B Introduction to Education: Disability Law, Policy, and Institutional Implications

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203C Introduction to Education: Social Inequality, Development, & Early Childhood Education

Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children's education. An understanding of the social, political, and economic contexts of families and schools is essential to understanding how social factors impact individuals. Race, class, health, and place exert influence on individual achievement and opportunity throughout the life course. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, later academic achievement, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy. This course will examine the complex ecosystem of neighborhoods and schooling and will offer students a broad overview of these themes as we critically examine inequality and education in the United States.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203D Introduction to Education: Immigrants, Refugees, and English Learners in U.S. Schools

What is the distinction between immigrant, refugee, migrant, and newcomer students in schools? How are their needs similar, and how are they different? Although U.S. schools have historically served multilingual children, many have seen an increase in the racial, ethnic, and language backgrounds of the students they designate as English learners (ELs). As such, educators are still coming to understand how to best support this highly diverse group. In addition to clarifying distinctions between EL and student background classifications, this course will examine: federal, state, and local policies impacting immigrant and refugee student integration into schools, how school practices for several kinds of multilingual students vary, and how existing educational structures can better support designated EL students and their families.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203E Introduction to Education: Myths and Mysteries of Memory

In this course, we will learn about the science of memory and how it relates to education, broadly construed, by taking a tour through the many ways in which memory influences everyday life. We will cover topics like how to learn effectively, individual differences in memory ability, the effect of trauma on memory, why people are susceptible to misinformation, and how collective

memories shape the way we remember history. In the process of learning about these topics and others, we will critically evaluate widely believed myths about memory, try to explain mysteries of memory, and explore the implications for education in formal and informal contexts. By gaining a better understanding of memory and how it works, you will acquire skills and knowledge that you can apply to your education and life more generally.

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 234 Introduction to Speech, Language, and Hearing Sciences

This course provides an introduction to the fields of speech-language pathology, audiology, the education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes as well as communication disorders are discussed. Selected research topics in speech and hearing sciences will also be presented.

Credit 3 units. BU: BA, SCI EN: S

L12 Educ 299 Internship in Education

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of educational research. Credit is determined by the number of hours worked per the College of Arts & Sciences recommendations. Specific requirements -- which include but are not limited to completion of hours, an essay about the student's experience, and/or informational meetings with other faculty about the student's internship experience -- are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the department. Open to undergraduate majors and minors in the Department of Education only; register for the section assigned to the faculty supervisor. Prerequisites: completion of the Learning Agreement provided by the department and approval of faculty supervisor. Credit variable, maximum 3 units.

L12 Educ 300 Topics in Education

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L12 Educ 301C The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L12 Educ 303 Gender and Education

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history,

psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates.

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA EN: S

L12 Educ 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 313B Education, Childhood, Adolescence, and Society

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 314 Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L12 Educ 325 Psychology of Adolescence

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.

Same as L33 Psych 325

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 3885 The Mental Health Crisis in Higher Education

During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses.

Same as L33 Psych 3885

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 400 Topics in Education

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester. Credit 3 units.

L12 Educ 4000 Curriculum and Instruction for Secondary Teachers

This course provides an in-depth look at secondary curricula and instructional practices to equip teacher candidates across a spectrum of disciplines with the knowledge and skill to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in fields such as history, sociology, philosophy, and psychology, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and develop a strong understanding of age-appropriate disciplinary thinking. Note: must be taken concurrently with content-specific lab [L12 400A, 400D, 400E, 400L, 400M, 400S, or 40SS].

Credit 2 units. A&S IQ: HUM

L12 Educ 400A Curriculum and Instruction in Art K-12

This course provides hands-on practice for K-12 teacher candidates in art curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000 and L12 5007.

Credit 1 unit.

L12 Educ 400D Curriculum and Instruction in Dance K-12

This course provides hands-on practice for K-12 teacher candidates in dance curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000.

Credit 1 unit.

L12 Educ 400E Curriculum and Instruction in Secondary English

This course provides hands-on practice for secondary teacher candidates in English curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000 and L12 4451.

Credit 1 unit.

L12 Educ 400L Curriculum and Instruction in World Languages K-12

This course provides hands-on practice for K-12 teacher candidates in world language curriculum, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000.

Credit 1 unit.

L12 Educ 400M Curriculum and Instruction in Secondary Mathematics

This course provides hands-on practice for secondary teacher candidates in mathematics curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000.

Credit 1 unit.

L12 Educ 400S Curriculum and Instruction in Secondary Science

This course provides hands-on practice for secondary teacher candidates in science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000.

Credit 1 unit.

L12 Educ 4014 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S IQ: SSC, WI EN: S

L12 Educ 4015 American Democracy and the Policy-Making Process

This course is part of the Semester in DC Program.

Same as L32 Pol Sci 4001

Credit 3 units. EN: S

L12 Educ 4022 Higher Education Administration for Social Justice & Equity: Achievable or Only Dreamable?

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underly the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN:

S

L12 Educ 4023 Second Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the

minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC

L12 Educ 4033 Video Microanalysis: Methods and Tools

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions. Prerequisite: Junior standing or permission of instructor.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

L12 Educ 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM

BU: HUM EN: H

L12 Educ 404 Study for Honors

A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.

Credit 3 units. EN: S

L12 Educ 4052 Educational Psychology: A Focus on Teaching and Learning

This course examines psychological concepts and theories such as development, human motivation, and intelligence as applied in the process and practices of teaching and learning. In addition to readings and discussions, students spend three to five hours per week in either a preschool, elementary, or secondary school classroom. This course offers students an informed look at schooling in America, and it is designed for current and prospective teachers and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students should be able to plan lessons and activities that address their students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Educational psychology topics include classroom management as well as understanding the importance of differentiated learning to address individual differences in ability, cultural background, and language. Students should enroll in the lab section. Labs do not meet until after the first class. Prerequisite: Sophomore standing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 4053 Educational Psychology Lab: A Focus on Teaching and Learning in School Settings

For students interested in Teacher Education, this lab provides direct and indirect experiences with contemporary K-12 educational practice in schools through 30 clock hours of field observation to be completed during the semester. For all other students, this lab provides direct and indirect experiences with contemporary K-12 educational practice through 30 clock hours of field observation to be completed during the semester. Enrollment Note: For students interested in Teacher Education, they must be concurrently enrolled in L12 EDUC 4052 (3 credits); all other students must be concurrently enrolled in or have completed L12 EDUC 4052 (3.0 credits).

Credit 1 unit. A&S IQ: SSC EN: S

L12 Educ 4055 Central Topics in Psychological Research on Teaching and Learning

This course will focus on how theory and research in psychological science and other related disciplines can inform teaching and learning in a variety of educative contexts. Each week, we will delve into research on a new set of issues that all revolve around a particular theme, such as pedagogical methods, motivation, student characteristics, assessment of learning, evaluation of teaching effectiveness, and educational technology. In addition to analyzing theory and research, we will discuss implications for educational practice and policy with an emphasis on designing interventions and fostering innovation.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L12 Educ 407 Curriculum and Instruction in World Languages

This course will address world language curriculum in secondary schools, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, with emphasis on the selection, organization, and appraisal of materials. We will analyze methods of instruction and evaluation in the teaching of modern foreign languages. Prerequisite: Admission to the teacher education program. Secondary teacher education majors are required to take 3 credit units during the fall semester.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 Educ 408 Education and Psychology of Exceptional Children

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: Sophomore standing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 40SS Curriculum and Instruction in Secondary Social Science

This course provides hands-on practice for secondary teacher candidates in social science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000.

Credit 1 unit.

L12 Educ 4111 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, and so on. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prerequisite: Ling 170 (recommended but not required).

Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L12 Educ 413 Curriculum and Instruction in Art K-12

This course addresses art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. Prerequisite: Admission to the teacher education program or approval by the director of teacher education. Offered fall semester.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 Educ 414 Curriculum and Instruction in English

This course addresses English curriculum in the secondary school, with emphasis on the selection and organization of materials. An analysis of methods of instruction and evaluation in teaching literature and language is also presented. Prerequisite: Admission to the teacher education program. Secondary teacher education majors are required to take 3 credit units during the year in which student teaching is completed. Offered fall semester.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 Educ 415 Curriculum and Instruction in Science

This course presents a variety of investigative approaches to teaching secondary school science curriculum and instructional methods, including the evaluation of curricular materials and the assessment of student performance based on specific

teaching objectives. The course assists with the development of criteria to guide the selection of science activities to achieve specified learning goals in a curriculum. Explicit connections will be made between various science lessons, curricular goals, and both Missouri state and national standards. In addition, the course is designed to develop effective teaching strategies and approaches to curriculum development in science. It addresses components of effective curriculum that are aligned with learning experiences and outcomes using the academic language of the sciences. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in the methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn researched-based models of critical thinking and problem solving, including various instructional strategies and technologies that support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and to improve learning activities, and this will be followed by assessment analysis to determine the effects of class instruction on individual and whole-class learning. They will understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Prerequisite: Admission to the teacher education program or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

L12 Educ 417 Curriculum and Instruction in Mathematics

This course presents mathematics curriculum in the secondary school, with emphasis on modern developments in the organization of mathematics. An analysis of methods of instruction and evaluation in teaching mathematics is also discussed. Prerequisite: Admission to the teacher education program or permission of instructor. Offered fall semester. Credit 3 units. A&S IQ: NSM Art: NSM

L12 Educ 418 Curriculum and Instruction in Social Studies

This course discusses the goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. It introduces the nature of thinking and its relationship to pedagogy and teaching materials. Secondary teacher education majors are required to take 3 credit units during the year in which student teaching is completed. Prerequisite: Admission to the teacher education program or permission of instructor. Offered fall semester. Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L12 Educ 4288 Higher Education in American Culture

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to both national and regional cultural and economic development, and they have functioned as one component of an increasingly diversified and complex system of education. This course surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We will use primary and secondary readings to critically examine higher education's conflict-ridden institutional transformation, from exclusively serving the elite to increasingly serving the masses. We will explore the cultural sources of ideas as well as the growth and diversification of institutions, students, and faculty as they changed over time as well as curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L12 Educ 4289 Neighborhoods, Schools and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes is explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B. Same as L33 Psych 4302

Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 433 Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: Junior standing or L12 304. Credit 3 units. A&S IQ: SSC BU: BA EN: S

L12 Educ 433W Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: junior standing.

Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

L12 Educ 4451 Teaching Writing in School Contexts

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Fall semester.

Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 4511 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Prerequisite: Junior standing or permission of instructor.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 453B Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L12 Educ 459F Philosophies of Education

An analysis of perennial themes in the philosophy of education, with particular attention to implications arising from the uneven distribution of power in an inequitable society. Significant questions to be examined include: What constitutes a truly democratic form of education? How might our answers change when we approach this question in light of the history of race in the American experience? How should teachers dedicated to a liberatory practice approach both their content and their students? Which theories of knowledge might help us envision new possibilities for teaching and learning? Readings will address both K-12 and higher education spaces while drawing on a diverse range of historical and contemporary thinkers. Seminar format.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L12 Educ 4607 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L12 Educ 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L12 Educ 461B The Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

L12 Educ 462 Politics of Education

In this course, politics is interpreted broadly to include both formal policy-making processes and any situation in which people have to solve a problem or come to a decision. The purpose of this course is to explore the following processes:

(1) how ideologies and power dynamics influence educational policies and decisions; (2) how educational policies and decisions translate into specific school programs and practices; (3) how specific programs and practices influence pedagogies, especially in the relationships among students, teachers, and knowledge pedagogies; (4) how these pedagogies impact student opportunities and outcomes; and (5) how student outcomes and opportunities reinforce ideologies and power dynamics. This course considers politics across time, space, and individuals, noting how historical, geographical, cultural, social, psychological, political, and economic contexts can shape the politics of education. In addition, as this course considers the relationship between politics and power, we explore how politics can manifest itself in ways that promote exclusion and subjugation or work toward the common good. Finally, after carefully examining the research on inequalities and inefficiencies resulting from the current politics of education, we will transition from problem identification (i.e., "What went wrong?") to problem solution (i.e., "Where do we go from here?").

Credit 3 units. A&S IQ: SSC, SC, SD Art: SSC EN: S

L12 Educ 4621 The Political Economy of Urban Education

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education and social stratification.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L12 Educ 466 Mathematics for Elementary School Teachers

A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teachers have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Prerequisite: two years of high-school mathematics and admission to the Teacher Education program or permission of instructor. Offered Fall semester.

Credit 3 units. A&S IQ: NSM

L12 Educ 4681 Teaching Reading in the Elementary School

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered fall semester.

Credit 3 units. A&S IQ: HUM EN: H

L12 Educ 4692 Reading Across Languages and Cultures: Theory, Research, and Practice

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 470 Language, Learning and Instruction

This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language; examines approaches to teaching writing; and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Prerequisite: Educ 4681.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L12 Educ 4731 Elementary School Mathematics

This course introduces fundamental concepts, properties, operations, and applications of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. The course is designed to help students develop effective teaching strategies and approaches to curriculum development in mathematics. It addresses components of effective curriculum that are aligned with learning experiences and outcomes using the academic language of mathematics. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn research-based models of critical thinking and problem-solving, including various instructional strategies and technologies to support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and improve learning activities, and these will be followed by assessment analysis to determine the effect of class instruction on individual and whole-class learning. They will

understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Prerequisite: Admission to the teacher education program or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 4741 Elementary Science: Content, Curriculum and Instruction

This course focuses on key concepts appropriate for elementary school science and health instruction. A repertoire of effective teaching strategies and approaches to curriculum development are presented. Prerequisite: Admission to the teacher education program or permission of instructor. Offered spring semester.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program or permission of instructor. Offered spring semester.

Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4771 Arts and Aesthetics: A Means of Communication

Methods and materials for integrating the arts and aesthetics into the elementary classroom are discussed. Emphasis is on art, music, and oral communication as well as curricula in movement. Prerequisite: Admission to teacher education program or permission of instructor. Offered spring semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L12 Educ 481W History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L12 Educ 4821 The Teaching-Learning Process in the Secondary School

Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is completed. The course focuses on the study, practice, and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include

classroom management, lesson planning, instructional and ethical decision making, and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Prerequisite: Admission to the teacher education program. Corequisites: Educ 492 or Educ 494; and Educ 5681. Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L12 Educ 4831 The Teaching-Learning Process in the Elementary School

This course focuses on four broad areas: (1) self-awareness and human relations; (2) instructional and behavioral management strategies; (3) the development of curriculum and the analysis of instruction; and (4) social, political, and legal issues affecting the classroom. Topics include teacher-pupil relationships, assessment of pupil progress, curriculum development, instructional technology, and school organization. Course discussion and study further develop knowledge in a variety of areas that are experienced during student teaching, such as the refinement of pedagogy strategies and skills; the Missouri Educator Evaluation System (MEES) for certification; understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community; and understanding the nature of professional, ethical behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the teacher education program. Corequisites: Educ 470 and Educ 4911.

Credit 3 units. A&S IQ: SSC, WI EN: S

L12 Educ 4841 Elementary Methods Field Experience

This course involves the application and analysis of specific content area methods and strategies in an elementary school classroom. Prerequisite: Admission to the teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is completed. Offered spring semester. Credit 2 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 4843 Field Experience Seminar

This course guides students through a field experience in a middle or secondary public school. Fifty hours of observation are required for each student; these hours involve observing and documenting classroom environment characteristics, professional teacher behaviors, and student behaviors; working with students individually and/or in small groups; preparing and teaching a lesson; and learning classroom technologies such as SMART Board and digital video recording and editing. Course topics, observation, and discussion include understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds

and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; and understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community as well as the nature of professional, ethical, and legal behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the teacher education program. Corequisite: Educ 413, Educ 414, Educ 415, Educ 417, or Educ 418. Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 489 Education and Public Policy in the United States

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features. Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

L12 Educ 4911 Student Teaching in the Elementary School

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Emphasis is on the integration of theory/practice and reflections on teaching. Prerequisite: Admission to the teacher education program. Graduate students must register for satisfactory/unsatisfactory grading; undergraduates must register for pass/fail grading. Offered fall semester. Credit variable, maximum 8 units. A&S IQ: SSC EN: S

L12 Educ 492 Student Teaching in the Secondary School

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the spring semester. Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4922 Student Teaching in Middle Schools

Supervised teaching experience. Group meetings and individual conferences. Prerequisite :admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Middle school teacher education students enroll for 8 credits. Offered spring semester. Credit variable, maximum 8 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 494 Student Teaching in Grades K-12

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Prerequisite: Admission to the teacher education program. Credit/no credit only. Offered spring semester. Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4951 Middle School Philosophy and Organization

This course examines the history, goals, organization and philosophy of middle schools as institutions. Students explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program. Credit 2 units. A&S IQ: SSC EN: S

L12 Educ 4952 Middle School Curriculum and Instruction

By building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods, and materials appropriate to grades 5 through 9. In addition, portions of this course will be devoted to specific content field methodology and subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content majors or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. This course features a required practicum experience. Prerequisite: Admission to the teacher education program. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 4999 Capstone Seminar in Educational Studies

All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work, and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

English

Undergraduates who major or minor in English explore literature as readers and writers in small classes that focus on the individual student. With exposure to our wide array of course topics and intellectual approaches, alumni of the English department have succeeded in top-notch graduate programs in English and creative writing as well as in law, business, medicine, journalism and government.

Preparation for the English major begins at the first-year level. In both the fall and spring semesters, first-year seminars of 15 students or fewer are led by distinguished faculty on subjects such as detective fiction, literature and justice, the invention of romantic love, and the cultural history of the American university.

Majors go on to acquire a comprehensive understanding of the history and criticism of literature written in English. Our department's commitment to cross-fertilizing creative and critical literacy is genuine and longstanding. Home to a strong and rigorous MFA program that fosters a close-knit community of talented writers in poetry, fiction, and creative nonfiction, the department offers an undergraduate minor in writing as well as a major with a concentration in creative writing. English students frequently enroll in creative writing workshops or classes in advanced rhetoric, and three such courses may count toward the regular English major.

Phone: 314-935-5190
Email: english@wustl.edu
Website: <http://english.artsci.wustl.edu>

Faculty

Chair

Vincent Sherry (<https://english.wustl.edu/people/vincent-sherry/>)

Howard Nemerov Professor in the Humanities
PhD, University of Toronto

Endowed Professors

Gerald L. Early (<https://english.wustl.edu/people/gerald-early/>)

Merle Kling Professor of Modern Letters
PhD, Cornell University

Stephanie Li (<https://english.wustl.edu/people/stephanie-li/>)

Lynne Cooper Harvey Distinguished Professor
PhD, Cornell University

Professors

Mary Jo Bang (<https://english.wustl.edu/people/mary-jo-bang/>)

MFA, Columbia University

Joseph Loewenstein (<https://english.wustl.edu/people/joe-loewenstein/>)

PhD, Yale University

William J. Maxwell (<https://english.wustl.edu/people/william-j-maxwell/>)

PhD, Duke University

Robert Milder (<https://english.wustl.edu/people/robert-milder/>)

PhD, Harvard University

Anca Parvulescu (<https://english.wustl.edu/people/anca-parvulescu/>)

PhD, University of Minnesota

Carl Phillips (<https://english.wustl.edu/people/carl-phillips/>)

MA, Boston University

Wolfram Schmidgen (<https://english.wustl.edu/people/wolfram-schmidgen/>)

PhD, University of Chicago

Abram Van Engen (<https://english.wustl.edu/people/abram-van-engen/>)

PhD, Northwestern University

Rafia Zafar (<https://english.wustl.edu/people/rafia-zafar/>)

PhD, Harvard University

Associate Professors

Guinn Batten (<https://english.wustl.edu/people/guinn-batten/>)

PhD, Duke University

J. Dillon Brown (<https://english.wustl.edu/people/j-dillon-brown/>)

PhD, University of Pennsylvania

Danielle Dutton (<https://english.wustl.edu/people/danielle-dutton/>)

PhD, University of Denver

William McKelvy (<https://english.wustl.edu/people/william-mckelvy/>)

PhD, University of Virginia

Edward McPherson (<https://english.wustl.edu/people/edward-mcpherson/>)

MFA, University of Minnesota—Twin Cities

Steven Meyer (<https://english.wustl.edu/people/steven-meyer/>)

PhD, Yale University

Melanie Micir (<https://english.wustl.edu/people/melanie-micir/>)

PhD, University of Pennsylvania

Jessica Rosenfeld (<https://english.wustl.edu/people/jessica-rosenfeld/>)

PhD, University of Pennsylvania

Julia Walker (<https://english.wustl.edu/people/julia-walker/>)

PhD, Duke University

Assistant Professors

Ama Bemba Adwetewa-Badu (<https://english.wustl.edu/people/ama-bemba-adwetewa-badu/>)

PhD, Cornell University

G'Ra Asim (<https://english.wustl.edu/people/gra-asim/>)

MFA, Columbia University

Anupam Basu (<https://english.wustl.edu/people/anupam-basu/>)

PhD, University of Wisconsin—Madison

Chris Eng (<https://english.wustl.edu/people/chris-eng/>)

PhD, City University of New York

Gabi Kirilloff (<https://english.wustl.edu/people/gabrielle-kirilloff/>)

PhD, University of Nebraska–Lincoln

Teaching Professors

Jennifer Arch (<https://english.wustl.edu/people/jennifer-arch/>)

PhD, Washington University

Amy Pawl (<https://english.wustl.edu/people/amy-pawl/>)

PhD, University of California, Berkeley

Senior Lecturers

Bethany Daniels (<https://english.wustl.edu/people/bethany-daniels/>)

MA, University of Missouri–St. Louis

Erin Finneran (<https://english.wustl.edu/people/erin-finneran/>)

PhD, Washington University

Phil Maciak (<https://english.wustl.edu/people/phillip-maciak/>)

PhD, University of Pennsylvania

Heather McPherson (<https://english.wustl.edu/people/heather-mcpherson/>)

MFA, University of Minnesota Twin Cities

Stephanie Pippin (<https://english.wustl.edu/people/stephanie-pippin/>)

MFA, Washington University

Martin Riker (<https://english.wustl.edu/people/martin-riker/>)

PhD, University of Denver

Writers-in-Residence

Kathryn Davis (<https://english.wustl.edu/people/kathryn-davis/>)

BA, Goddard University

Kathleen Finneran (<https://english.wustl.edu/people/kathleen-finneran/>)

BA, Washington University

Niki Herd (<https://english.wustl.edu/people/niki-herd/>)

PhD, University of Houston

Marshall Klimasewiski (<https://english.wustl.edu/people/marshall-klimasewiski/>)

MFA, Bowling Green State University

Director of Creative Writing Program

David Schuman (<https://english.wustl.edu/people/david-schuman/>)

MFA, Washington University

Professors Emeriti

Miriam Bailin

PhD, University of California, Berkeley

Wayne Fields

Lynne Cooper Harvey Chair Emeritus in English

PhD, University of Chicago

David Lawton

FAAH, PhD, University of York

Naomi Lebowitz (<https://complit.wustl.edu/people/naomi-lebowitz/>)

PhD, Washington University

Vivian Pollak

PhD, Brandeis University

Carter C. Revard

PhD, Yale University

Richard Ruland

PhD, University of Michigan

Daniel Shea

PhD, Stanford University

Gary Wihl

PhD, Yale University

Steven Zwicker

PhD, Brown University

Majors

The Major in English Literature

Units required: 30

Prerequisites:

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3

Required credits:

24 units of upper-division (300- and 400-level) work (at least 6 units must be at the 400 level), distributed as follows:

1) Four required courses

- E Lit 3552 Introduction to Literary Theory
- Three historical courses, covering three of the following five historical periods in American, British or Anglophone literature and including at least one course from each of the following two groups:

Group 1

- Medieval
- Early Modern

Group 2

- The 18th Century
- The 19th Century
- The 20th Century and Later

2) Four electives

3) One course centered on either global or minority literatures

For new majors beginning Fall 2021, at least one 300- or 400-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories; or
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Each semester, official course listings will designate the courses selected by the English Department Curriculum Committee that may be chosen to meet this requirement. Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 2) and the need to complete two 400-level courses (requirement 4).

4) Eight upper-division courses in all (including two 400-level courses)

- All courses must be taken for letter grades.
- The student must receive a grade of C or better in all courses.
- Only one cross-listed course not home-based in English may be counted toward the 24 units required. The two required 400-level courses must be home-based in English.
- A maximum of 6 units from University College and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 200-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 300- or 400-level courses in the literature of a language other than English may be counted toward the English major.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

5) Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 200-level paper, a 400-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

Concentration in Creative Writing

There is the option of completing an English major with a creative writing concentration. To do so, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction or creative nonfiction — and ultimately take a three-course sequence (200-, 300- and 400-level courses) in that genre while taking at least one course outside of the chosen genre. The concentration will not change the current requirement structure in the English major and thus requires 6 additional credit units to complete as compared with a regular English major. For more information, please consult the description of the major (<https://english.wustl.edu/english-major/>) on the English department website.

Additional Information

Senior Honors: Students must have achieved a 3.65 grade-point average in English and a 3.65 GPA overall to apply for honors in English during the spring of the junior year. Students must successfully complete the required courses for the English major. Students must take L14 E Lit 5001 Honors Thesis Tutorial in both the fall and spring semesters of the senior year as well as E Lit 3991 Senior Research Seminar I and E Lit 3992 Senior Research Seminar II in the fall and spring, respectively, of the senior year.

Study Abroad: Seven affiliate programs in England, Ireland and Scotland are open for well-prepared students: King's College, London (KCL); University College, London (UCL); University of Sussex; Oxford Program for Undergraduate Studies (OPUS); Keble College at Oxford; Trinity College, Dublin; and University of Edinburgh. Students who are interested in studying abroad must apply and participate before their senior year.

Transfer Units: Students must provide transcripts of their previous work to receive approval from the director of undergraduate studies.

Minors

The Minor in English

Total units required: 15

Required courses:

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3

Elective courses: Three upper-division (300- or 400-level) electives. These courses should be home-based in the Department of English.

Students are expected to take courses for letter grades and to receive a grade of C or better in each.

The Minor in Writing

The writing minor is fulfilled by completing 15 units of writing courses, no more than 6 units of which can be taken at the 200 level. At least one of the five courses selected must be Writing 311 Exposition or Writing 312 Argumentation.

With department approval, up to 6 units of journalism courses in writing or editing offered by University College can be counted toward the minor. An off-campus internship (Writing 298 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in writing.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 200-level Nemerov seminar (GeSt 211 Howard Nemerov Seminar I) may count as 3 units of 200-level work toward the writing minor. Two semesters of the 300-level Nemerov seminar may count as 3 units of 300-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

Students who wish to take a writing minor in addition to an English major are advised to take English and American literature courses (L14 E Lit) exclusively for the major and writing courses (L13) exclusively for the minor. (Please note: 100-level L13 classes do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing.

Courses

English Composition

For courses in English Composition, please visit the Writing (p. 1101) page.

English Language and Literature

Visit online course listings to view semester offerings for L14 E Lit (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L14&crslvl=1:4>).

L14 E Lit 100 First-Year Seminar: The Literary Life

This class approaches literature from many angles: the creative to the scholarly, the personal to the ethical, the edifying to the entertaining. At the heart of our study will be a survey of literary "values" such as invention, emotion, style, subversion, beauty, humor—those fundamental reasons readers come to literature in the first place. Through readings and discussion, we will consider

the great variety of ways literature expresses these values, and will explore them ourselves via creative assignments. Along the way, we will learn about literary life today through discussions with nationally renowned writers who will visit the class, and through units on literary scholarship, book reviewing, and magazine and book publishing. In the midst of it all, you will write and workshop your own stories, poems, and non-fiction works. Course enrollment preference is given to first-year students. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 115A First Year Seminar

A variety of topics in comparative literature, designed for first-year students — no special background is required — and to be conducive to the investigation and discussion format of a seminar.

Same as L16 Comp Lit 115

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 150 First-Year Seminar: Turn & Face the Strange: Alienation & Transformation in Modern Lit & Cntmp Music

Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

L14 E Lit 152 Literature Seminar for First-Year Students

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 153 Literature Seminar for First-Year Students

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult course listings. Prerequisite: first-year standing.

Credit 3 units. A&S: FYS A&S IQ: HUM

L14 E Lit 155 First-Year Seminar: Detective Fiction from Poe to Doyle

Reading course limited to 15 students. Topics include selected writers, varieties of approaches to literature (e.g., Southern fiction, the modern American short story, the mystery); consult Course Listings. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H

L14 E Lit 156 Literature Seminar for First-Year Students

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult course listings. Prerequisite: first-year standing.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 160 First-Year Seminar

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 161A Morality and Markets

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 161

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 201C Classical to Renaissance Literature: Text and Traditions

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Same as L93 IPH 201C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 2151 Literature in English: Early Texts and Contexts

How did what we now call English literature emerge? How did such literary activity reflect the world, and how did the world shape this writing? How can literature help us understand the history of art, race, religious identity and sectarian conflict, nations and empires, gender, sexuality, and class? We will address these questions by studying the early history of literature in English, from the Middle Ages through the late 18th century, as well as the tools, vocabularies, and critical practices of contemporary literary studies. We will learn about the material forms of English literature (manuscript, print, and performance traditions) as well as major poetry and prose forms (e.g., sonnet, epic, blank verse, romance, letter, slave narrative). In addition to Geoffrey Chaucer, William Shakespeare, John Milton, and Ignatius Sancho or Olaudah Equiano, the syllabus may include authors and texts such as "Beowulf," "Sir Gawain and the Green Knight," Julian of Norwich, Edmund Spenser, Margaret Cavendish, Aphra Behn, Daniel Defoe, and Eliza Haywood. Note: This course satisfies one of the two 200-level requirements for the English major.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 2152 Literature in English: Modern Texts and Contexts

What is modern English literature, and how do we tell its story? Is it a succession of literary movements from romanticism to realism to modernism and beyond? Is it a canon of classic texts to survey? Is it a sustained critique of that canon's exclusions, a recentering of the marginalized authors whose works reveal previously obscured accounts of modernity? It is, in fact, all of the above. In this course, we will introduce students to the central themes, forms, and forces that have shaped the history of English-language literature from the late 18th century to the present, as well as to the tools, vocabularies, and critical practices of contemporary literary studies. Throughout, we will examine the norms and assumptions of literary history, including those based in race, ethnicity, class, gender, and sexuality. Students will encounter fiction, poetry, drama, and creative nonfiction from Britain and the United States, along with African, Caribbean, or other global literatures in English. Authors studied may include William Wordsworth, Phillis Wheatley, Jane Austen, Charlotte Brontë, Frederick Douglass, Oscar Wilde, T.S. Eliot, Virginia Woolf, Claude McKay, Samuel Beckett, James Baldwin, Wole Soyinka, Toni Morrison, Ngugi wa Thiong'o, and Zadie Smith. Note: This course satisfies one of the two 200-level requirements for the English major.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 224 Publishing: History and Contexts

This course offers a broad introduction to book publishing, with the goal of establishing an understanding the larger issues facing publishing today, as well as the historical and cultural contexts that informs these issues. We will look at both multiple types of book publishing, with a general emphasis on contemporary Anglophone trade publishing, and will have frequent class visits (via Zoom) by professionals from different sectors of the publishing community. This course will count for one of the core requirements of the forthcoming Publishing Concentration. Credit 3 units. A&S IQ: HUM

L14 E Lit 250 Sophomore Seminar

Topic will vary by semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 257 The Art of Poetry

An introduction to the critical vocabulary necessary for the study and evaluation of poetry; provides a basic understanding of prosody, poetic forms and figurative language, and the historical periods in which poetry has been written.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 258 Art of the Novel

In this course we read novels drawn from several literary traditions and a number of distinctive narrative modes. Among the questions we consider are those addressing the nature of narrative form, and the literary and stylistic choices made in order to express such things as character and consciousness, society and history, and the relation between the fictive and the real. There are two papers and several short writing assignments.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L14 E Lit 299 Research Assistantship

For students assisting English faculty members with their research. Students must provide a description of their assistantship and secure permission of the director of undergraduate studies. At the end of the semester, the student must submit a four-page essay describing the work done during the assistantship, along with any documents or work produced. In addition, a written evaluation by the faculty member they assisted is required. Up to 3 units acceptable toward the English major. Only for declared English majors. Must be taken pass/fail. Credit variable, maximum 3 units.

L14 E Lit 300 Independent Study

Credit 3 units.

L14 E Lit 302 The Great American Novel

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L14 E Lit 302W Writing Modern War

The 20th century, as Graham Greene observed, was a century "in which there would never be a peace." This writing-intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the homefront.

Credit 3 units.

L14 E Lit 303W Strangers and Savages, Aliens and Outcasts

This writing-intensive course focuses on a literary tradition united by its representation of passionate hatred and intolerance.

Credit 3 units.

L14 E Lit 304W Craft of Fiction: Historical Fiction

This writing-intensive course is a literature/creative writing hybrid course in which a number of contemporary historical fictions (meaning, fictions set in periods prior to the authors' births, and sometimes incorporating real historical events or figures) are covered.

Credit 3 units. EN: H

L14 E Lit 305 Literature and Consent

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:
BA EN: H

L14 E Lit 305W Fabricating Lives

The premise of this writing-intensive course is that autobiography is not a straightforward narrative of the past but a conscious shaping of life into a meaningful design.

Credit 3 units.

L14 E Lit 306 Old English Literature: Beowulf

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 3065 Voice, Language and Power: Late Medieval Religious Writing

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy — a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms). Same as L23 Re St 3065

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L14 E Lit 307 The Writing of the Indian Subcontinent

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed as an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors, including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesekeera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L14 E Lit 3071 Caribbean Literature in English

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise. It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films such as *The Harder They Come* as well as discuss the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid and Caryl Phillips.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

**L14 E Lit 3075 The American Radical Novel: Literature
Versus Inequality**

This course is intended to help students reckon knowledgeably, imaginatively, and articulately with our era of escalating social inequality, this course is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's "Uncle Tom's Cabin" to the 21st-century dystopianism of Gary Shteyngart's "Super Sad True Love Story." Its main goals are (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's "The Jungle" and Karl Marx's "Communist Manifesto," Alice Walker's "Meridian" and Martin Luther King Jr.'s "Nonviolence and Racial Justice." The second goal is pursued through the hands-on analysis of successful rhetorical strategies sampled from The Hodges Harbrace Handbook, and, more importantly, from the scholarly writings of students themselves.

Same as L98 AMCS 3075

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: HUM EN: H

**L14 E Lit 308 Topics in Asian-American Literature: Identity
and Self-image**

Topics in Asian-American literature that vary from semester to semester.

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

**L14 E Lit 3081 City on a Hill: The Concept and Culture of
American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

**L14 E Lit 311 Topics in English & American Literature:
Contemporary Literature of the East West Divide**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult course listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN:
H UColl: CD

L14 E Lit 311E Electronic Poetry

An inquiry into new forms of screen art beginning with traditional printed poetry to varieties of virtual poetry emergent on the computer screen; the stream of programming code as a level of writerly activity.

Credit 3 units. BU: HUM

L14 E Lit 311W Electronic Poetry

The primary focus in this writing-intensive course is to look at every possible kind of electronic poetry we can come up with in order to evaluate it as poetry.

Credit 3 units. BU: HUM

L14 E Lit 312 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact, systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM
EN: H

L14 E Lit 3121 The Medieval Romance

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's *Aeneid* to *Sir Gawain and the Green Knight*.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3122 Topics in Literature: Heroes and Lovers

We read *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer's *Troilus and Criseyde*, *The Mabinogion*, *The Tain*, *Margery Kempe* and Malory's *Morte d'Arthur*.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 312C Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information

technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 3123

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

**L14 E Lit 312W Topics in English and American Literature:
End of the Century: American Culture in the 1990s**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials—ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen Brothers' The Big Lebowski*) to the music of Nirvana and Public Enemy—in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 313 Topics in English and American Literature

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, oversimply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also assigned include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 313W Bots, Drones, and Cyborgs: Being Human in the Age of Intelligent Machines

We live in a world where not only our access to information, but our social interactions, and bodily autonomy are increasingly mediated by—surveilled, analyzed, facilitated, enhanced—by technology. This course will ask what it means to be human in an age of intelligent machines. What happens to our notions of individuality, autonomy, and political subjecthood when domains or categories once thought exclusively to be the preserve of humanity—language, emotion, complex information processing (playing chess, or driving cars, for example)—are increasingly threatened, replicated, and extended by technology? We will cover a range of science fiction texts including Karel Capek's play Rossum's Universal Robots, Isaac Asimov's *I, Robot*, Phillip K. Dick's *Do Androids Dream of Electric Sheep*, and William Gibson's *Neuromancer* along with works of speculative fiction such as Aldous Huxley's *Brave New World* and Margaret Atwood's *Oryx and Crake*, and Kazuo Ishiguro's *Klara and the Sun* along with films such as *Blade Runner* and *The Matrix*. We'll juxtapose these cultural representations of artificial intelligence with emerging philosophical and scientific discussions to ask to what extent the fundamental ways AI continues to redefine the boundaries of the "human" as a category.

Credit 3 units. A&S IQ: HUM

L14 E Lit 314 Topics in English and American Literature

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L14 E Lit 315 Topics in American Literature

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult course listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 315W The Literature of the American Revolution

While not a historical survey, the course presents several case studies raising questions about later myth and contemporary reportage.

Credit 3 units. BU: HUM

L14 E Lit 316 Topics in American Literature: Travel Writing and Empire

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3161 Topics in English and American Lit

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 316W Topics in American Literature: Girls' Fiction
Topic varies. Writing-intensive.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 317 Topics in American Literature

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 317W Topics in English and American Literature

Selected topics vary from semester to semester. Writing-intensive.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 318 Topics in American Literature

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3191 Contemporary American Women Poets

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forché, Lauterbach.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 3192 Interdisciplinary Studies in the Humanities, 20th Century: The European Avant-Garde

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition, emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Same as L93 IPH 3191

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 319A Topics in English & American Literature

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 321 American Literature to 1865

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 3211 Topics in 19th-Century American Writing

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 322 American Literature 1865 to Mid-20th Century

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 3222 20th-Century American Writers

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3227 Devising, Adaptation and Docudrama

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical

structure of each form in relation to the social meanings they generate for their audiences. Divided into three units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance.

Same as L15 Drama 3227

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L14 E Lit 322C Major American Writers II

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 322E Major American Writers II

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing, or permission of instructor.

L14 E Lit 322W Major American Writers II

This writing-intensive course is intended as an in-depth introduction to arguably the two most significant American fiction writers of the first half of the 20th century.

Credit 3 units. BU: HUM

L14 E Lit 323 Selected American Writers

Intensive study of one or more American writers. Consult course listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 323A American Literature III

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 326 Selected American Writers

Credit 3 units. Art: HUM

L14 E Lit 327 Selected American Writers

Credit 3 units. Art: HUM

L14 E Lit 328W Selected English and American Writers

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 329 Selected English and American Writers

Credit 3 units. Art: HUM

L14 E Lit 330A Topics in AMCS

This topic varies by semester. See course listings for current offering.

Same as L98 AMCS 330

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3311 Interdisciplinary Studies in the Humanities

In this course we will trace a tradition of writing on laughter. While we will read texts that might explain laughter by way of comedy or humor, we will be interested in laughter itself. What does the body in laughter look like? How does laughter sound? Where, when and how does laughter happen? What is laughter's relation to language, to song, to thought? What kind of communities does laughter form? We will read texts by Joubert, Erasmus, Hobbes, Descartes, Chesterfield, Kant, Bergson, Freud, Bataille, Sarraute, and Ellison. We will listen to music like Louis Armstrong's "Laughin' Louie" and we will watch films like *Laughing Gas*, *The Man Who Laughs* and *A Question of Silence*. Same as L93 IPH 3311

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 331C Tragedy

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 334 A History of the Golden Age of Children's Literature

A comprehensive survey of the major works for children written during this period.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3341 The History of Children's Literature from the End of the Golden Age to the Age of Multiculturalism

A continuation of E Lit 334, this is a comprehensive survey looking at the major works of children's and adolescent literature in both Britain and America.

Credit 3 units. BU: HUM

L14 E Lit 335 Modern Drama 1850-1920

The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw.

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 3351 Modern Drama 1880-1945

Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference also is made to contemporary experiments in the other arts and to major literary movements in the time period under consideration.

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 3361 Modern Drama, 1945 to the Present

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theater from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3370 Contemporary Stages: An Anglo-American History of Performance after 1950

Credit 3 units.

L14 E Lit 3371 The Theater of the Absurd

Credit 3 units. Art: HUM

L14 E Lit 339 Topics in 19th-Century American Writing

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 3391 Topics in 19th- and 20th-Century American Writing: American Short Fiction

This course is directed toward a broad range of majors and nonmajors with a serious but not scholarly interest in American Short Fiction.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 340 Topics in 20th-Century American Writing

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and nonmajors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C Chief American Writers, while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 340W The American Novel: Split and Hybrid American Identities

Examination of the struggle to form an enabling identity for author, characters and text against the divisive pressures of family and society.

Credit 3 units. A&S IQ: HUM, WI BU: BA, HUM EN: H

L14 E Lit 342W The Romance: Medieval to Modern

Credit 3 units.

L14 E Lit 343 Two Cultures: Literature and Science

The relation between biology and literature as it has been examined and expressed in poetry, fiction and nonfiction of the past two centuries.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 344W Writing About Performance

In this writing-intensive course, students develop critical strategies for writing about theatre and other performance events, in the present and in a range of historical periods.

Credit 3 units. BU: HUM

L14 E Lit 3451 Topics in American Literature

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why

these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Same as L53 Film 345

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L14 E Lit 346 British Enlightenment Culture

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic and philosophical texts of the time.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 347 Masterpieces of Literature I

Masterpieces of Western literature in English translation: Homer through Dante.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 348 Masterpieces of Literature II

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L14 E Lit 350W On Time: Clocks, Calendars, Crisis in Modern British Fiction

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3520 Introduction to Postcolonial Literature

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L14 E Lit 3522 Topics in Literature: Passing: Identities Lost and Found

Topics course which varies by semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L14 E Lit 3524 Topics in Literature:

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3525 Topics in Literature: The Practice of Diaspora: Literatures of Race, Power, and Cultural Crossings

This course takes a transnational and comparative approach to geographies, literatures, and cultures of Africa and the Black diaspora. We will consider the intersection and overlap between a variety of Black diasporic cultures and literatures in places such as Ghana, the United Kingdom, South Africa, Indonesia, Germany, and Barbados. By doing so, we'll begin to gesture towards what Brent Hayes Edwards has called "the practice of diaspora." One part of this course is both a survey of Black diasporic literature and an introduction to ongoing debates about what constitutes Black diasporic literature. We will study a variety of literary genres and ask how formal and stylistic conventions, as well as shifting sociohistorical and sociopolitical circumstances, have shaped conceptions of Black diasporic literature. The second part will encourage us to think generatively about how we might use the concept and practice of diaspora as an organizing model for Black literary production on a global scale. Assignments will include a group curated glossary of key terms and an annotated bibliography. We will also work in teams to produce diasporic digital storytelling projects as part of the final. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 3527 Blacks and Jews in America

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L14 E Lit 352A Topics in English & American Literature

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the "Black Lives Matter" movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.

Same as L98 AMCS 352A

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3531 Selected English and American Writers

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L14 E Lit 3551 Topics: Literary Criticism and Theory: Ways of Approaching a Literary Text

Credit 3 units.

L14 E Lit 3552 Introduction to Literary Theory

This course introduces students to some of the most influential theoretical approaches to interpretation applied to English-language literature; to significant conceptual and historical debates about literary and cultural theory; and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of literary interpretation. Theoretical approaches to be featured may include formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies; affect theory; neurocognitive approaches; and disability studies. This course fulfills the literary theory requirement for the English major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM

L14 E Lit 357 The Art of Poetry

Techniques of poetry, considered theoretically and practically in relation to problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns and others.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 3571 20th-Century Poetry

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 358 Studies in Short Fiction

Study of the work of four novelists who also were fascinated by shorter forms throughout their careers: D.H. Lawrence, Joseph Conrad, Henry James and William Faulkner. The course is concerned with the variety of forms their work takes as it is shaped by the very individual visions of each.

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 3581 Historical and Comparative Linguistics

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized. Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

L14 E Lit 3582 Black Literature: Race, Class and Writing in the United States and the Caribbean, 1900-1950

Study of the differences in literary tradition arising from the divergent social, racial and educational milieus of the United States and the West Indies.

Credit 3 units. BU: BA, HUM

L14 E Lit 359 Scribbling Women: 19th-Century American Women Writers

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 360 The Writings of Philip Roth

Fiction by Philip Roth in chronological order from his earliest to his last major effort.

Credit 3 units.

L14 E Lit 362 The 18th Century: A Study of Major Texts

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 363C Theatre Culture Studies III

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" — plunging its spectators into a mythical realm — or a petri dish — analyzing the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes — including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd — we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.

Same as L15 Drama 365C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L14 E Lit 365 The Bible as Literature

The Bible is one book among many; the Bible is a book like no other; the Bible is not one book but many. The course will debate such positions and the different histories and practices of reading they involve. We shall read extensively in English translations of the Bible, both Jewish and Christian, with emphasis on literary form and ideas. We shall look at the Bible's material forms, and the history of its interpretation and translation. The aim is not to adjudicate its meaning but to explore what over time it has been taken to mean, attempting to locate within the book the potential for different interpretations. The course requires, and should foster, attentive reading, vigorous yet courteous argument, and respect for the readings of others.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L14 E Lit 367 Religious Themes in Contemporary Literature

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L14 E Lit 368 The Development of American Romantic Thought: Enlightenment Confidence to Postmodern Questioning

We examine the revolutionary shift in human sensibility commonly known as "Romanticism" by tracing its development in America from the "Fireside Poets" (Bryant, Longfellow) and Transcendentalism (Emerson, Whitman) to anticipations of Modernism and Postmodernism (Henry Adams, Louis Sullivan, Charles Ives). Fulfills the 19th century and American literature requirements for the English major.

Credit 3 units.

L14 E Lit 369 Reading Sex in Premodern England

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we ask: how does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, public — inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels and scientific treatises. By learning how to "read sex" in premodern literature, students acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L14 E Lit 370 The Age of Victoria

Works of fiction, poetry, journalism, children's literature, political cartoons, book illustrations, genre paintings and photographs. The course aims to give a sense of the age in all its diversity and peculiarity, as well as to concentrate on a few central issues and developments in 19th-century British society: e.g., industrialism,

materialism, feminism, liberalism, the rise of the social sciences. Readings include works by Tennyson, Matthew Arnold, Lewis Carroll, Dickens, George Eliot, John Stuart Mill, Trollope, Oscar Wilde and Edmund Gosse.

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 371 The Age of Chaucer

Study of the ways in which literature and history interplay between 1340 and 1400. Literary texts include writings by Chaucer, Langland, the Pearl Poet and anonymous composers of songs, dream visions, romances, satires, debates and low stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible.

Credit 3 units. Art: HUM BU: HUM

L14 E Lit 372 The Renaissance

Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H UColl: ENE

L14 E Lit 372S Topics in Renaissance Literature

Topics course in Renaissance Literature.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L14 E Lit 3731 Writing and the Representation of Pain

Writing-intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: the *Bible* and *Ovid*, medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness; Freud's *Anna O*, Kafka's *In the Penal Colony*, Wilde's *The Nightingale and the Rose*, Woolf's *On Being Ill*, Artaud and the Theater of Cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore and Elizabeth Grosz; work on pain by Leder, Morris, Rey and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We also read Elaine Scarry's *The Body in Pain* and two recent novels: Andrew Miller's *Ingenious Pain* and Manil Suri's *The Death of Vishnu*.

Credit 3 units. BU: HUM

L14 E Lit 374W Epistolary Literature in the 18th Century: Other Peoples' Letters

In this writing-intensive course, we examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 375 The Romantic Period

Credit 3 units. Art: HUM

L14 E Lit 3752 Modern British Novel

Credit variable, maximum 6 units.

L14 E Lit 375A American Culture Studies: Methods & Visions

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, this course serves as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L14 E Lit 375C Topics in Comparative Literature

Same as L16 Comp Lit 375

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L14 E Lit 376 The Victorian Period

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 376A Reading Across the Disciplines: Introduction to the Theoretical Humanities

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines-- for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to CompLit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like Queer Reading; Human Rights; Fundamentalism; Untranslatability; Big Data; Environmental Humanities. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Same as L16 Comp Lit 376

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 381 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical, or religious grounds to determine what some readers have found

so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L14 E Lit 3831 Topics in African-American Poetry

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we will examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We will focus in particular on the pressures of expectation — in terms of such identity markers as race, gender and sexuality — and how those pressures uniquely and increasingly affect African-American poetry today.

Same as L90 AFAS 3838

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L14 E Lit 3838 Topics in African-American Poetry

Same as AFAS 3838

Credit 3 units. Art: HUM

L14 E Lit 385A Topics in Comparative Literature: Myth and Modernism

Topics in comparative literature. Subject matter will vary from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 385W Comedy, Ancient and Modern

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

L14 E Lit 386A Topics in African-American Literature: Rebels, Heroes and Race Men

In this seminar-for we are fortunate to be an elite group this term--we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

Same as L90 AFAS 386A

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: HUM EN: H

L14 E Lit 387 African-American Literature: Early Writers to the Harlem Renaissance

Credit 3 units. A&S IQ: HUM, SD BU: HUM

L14 E Lit 388 African-American Literature: African-American Writers Since the Harlem Renaissance

African-American literature in the 20th and 21st centuries grows from the Harlem Renaissance into a world-shaping institution. Guggenheim, Pulitzer, and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and even a U.S. President are among the many whose fictions and memoirs we will study, with special attention given to the intimate links between Black writing and Black music. The syllabus will thus feature authors ranging from poet Alice Dunbar Nelson (born 1875) to satirist Colson Whitehead (born 1969), with more than a dozen stops in between. Written assignments may include two papers and two exams. No prerequisites, but related courses such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English and/or one 300-level elective requirement in AFAS. Credit 3 units. A&S IQ: HUM, SC, SD BU: HUM EN: H

L14 E Lit 3881 Black Women Writers

When someone says black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature. Same as L90 AFAS 3651
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 388C African-American Literature: African-American Writers Since the Harlem Renaissance

African-American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names -- W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison -- coming in between. Assignments will consist of two papers, one presentation, and one exam.

There are no prerequisites, but related courses such as E Lit 2151, E Lit 2152 and/or AFAS 255 are suggested. This course satisfies the Twentieth Century requirement in English and/or the one 300-level elective requirement in AFAS.

Same as L90 AFAS 388C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 391 Literature and Medicine

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L14 E Lit 391W Literature and Medicine

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 392W The Rise of the American Short Story

The course focuses on several short stories by six different authors in this order — Hawthorne: "My Kinsman," "Major Molineux," "The Birthmark," "Young Goodman Brown," "Artist of the Beautiful." Poe: "The Black Cat," "The Facts in the Case of M. Valdemar," "The Tell Tale Heart," "The Fall of the House of Usher." James: "The Jolly Corner," "The Figure in the Carpet," "The Real Thing." Crane: "The Upturned Face," "The Open Boat," "The Blue Hotel." Anderson: "Winesburg, Ohio." Hemingway: "Indian Camp," "A Clean Well-Lighted Place," "In Another Country," "Now I Lay Me." Faulkner: "A Rose for Emily," "The Evening Sun," "Pantaloons in Black." There are two brief papers two to three pages; two introductory paragraphs; two four- to six-page papers; and one paper covering an entire author. There is one rewrite in each category.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 394 African Literature in English

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L14 E Lit 394W Writing For and About the Theater

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Same as L15 Drama 394W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 395 Shakespeare

Credit 3 units.

L14 E Lit 3951 Shakespeare's Sonnets: Framing the Sequence

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers — including Wilde, Booth, and Vendler — have responded to the challenges of the sonnets. Students will work on writing their own commentary on a group of poems. Same as L93 IPH 3951

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 3952 Shakespeare in Performance

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 3975 Wolves of Wall Street: American Business and Popular Culture

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's *Wall Street* seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like *The Great Gatsby* and *Death of a Salesman*, to popular musicals such as *How to Succeed in Business without Really Trying* and *The Producers*. Same as L98 AMCS 3975

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 399 Senior Research Seminar

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by course work and by thesis. Credit 3 units.

L14 E Lit 3991 Senior Research Seminar I

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when Honors work is due in the College. It is required for students who pursue honors by course work and by thesis. Credit 3 units. BU: HUM

L14 E Lit 3992 Senior Research Seminar II

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when Honors work is due in the College. It is required for students who pursue honors by course work and by thesis. Credit 2 units.

L14 E Lit 400 Independent Study

Credit 3 units.

L14 E Lit 4003 Blacks in Fiction

Credit 3 units. Art: HUM

L14 E Lit 402 Introduction to Graduate Studies I: Research

This course seeks to prepare students for successful doctoral study in English literature. We will examine the history of our discipline and its institutions, including shifting definitions of our objects of study and the histories of exclusion and inclusion that accompany these shifts. We will also consider issues of canonicity, especially as they relate to empire building both within and outside the academy. We will survey critical methodologies and consider what is at stake in the objects we read and the ways we choose to read them. Finally, we will introduce challenges to the traditional organizing frameworks of humanism and national literature. Focused on the academic discipline of literary study, we will also consider the new ways in which the English PhD is preparing students for multiple roles and careers both in and beyond academia. Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 403 Black and White in American Drama

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: junior standing, two 300-level courses or better.

Credit 3 units. Art: HUM

L14 E Lit 404 Topics for Writers: Beckett

Waiting for Godot, Happy Days, Krapp's Last Tape: these are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays is examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *Endgame*. Course is intended for writers with some experience of the dramatic form. Intending students must interview with instructor in November.

Credit 3 units. Art: HUM

L14 E Lit 405 Living Influences: Poets and the Poets Who've Shaped Them

This course examines a number of very contemporary collections of poetry (e.g., from first-book writers such as Karen Volkman and Greg Williamson, to more established writers such as Carl Phillips and Frank Bidart) to discover how generations of writers speak to and through one another. The course considers the nature and possible anxieties of writerly influence and how traditional and/or canonical writers' voices, verse, and vision have shaped a number of poets writing today. This class requires at least a basic knowledge of poetry in English up to the 1950s as we move freely among writers such as Ben Jonson, George Herbert, Gerard Manly Hopkins and Emily Dickinson, as well as Pound, Eliot, Lowell and Plath.

Credit 3 units. Art: HUM

L14 E Lit 4050 Theory and Methods in the Humanities:

Same as L93 IPH 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 407 Old English, Introductory

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.

Credit 3 units. Art: HUM

L14 E Lit 408 Old English Literature

Close study of some major literary texts (e.g., *Beowulf*, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407 or permission of instructor.

Credit 3 units. Art: HUM

L14 E Lit 410 Medieval English Literature I

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4101 Medieval English Literature II

Topics course in Medieval English literature.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 411 Old and Middle English Literature

Early English literature from *Beowulf* and Anglo-Saxon poetry, in translation, through major works in Middle English of the 14th and 15th centuries, exclusive of Chaucer.

Credit 3 units. Art: HUM

L14 E Lit 4111 Interdisciplinary Studies in the Humanities

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Same as L93 IPH 4111

Credit 3 units. A&S IQ: HUM, LCD EN: H

L14 E Lit 412 16th-Century English Literature

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 413 17th-Century English Literature: 1603-1660

Selected readings in English literature from Donne and Jonson through Dryden.

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 415 18th-Century English Literature

Selected readings in English literature from Pope and Swift through the age of Johnson.

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 415A Readings in 19th-Century English Literature

Credit 3 units. Art: HUM

L14 E Lit 416 English Literature of the Romantic Period

Credit 3 units. Art: HUM

L14 E Lit 4172 Roman Remains: Traces of Classical Rome in Modern British Literature

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late 19th and 20th centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's *Poems of 1912-13* next to Vergil's *Aeneid*, then survey Hardy's relationship to the visible remainders of Rome and the people it conquered — roads, barrows, forts — in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's *Heart of Darkness* and Ezra Pound's "Homage to Sextus Propertius") and examine the place of Vergil in T.S. Eliot's critical and poetic practice.

Same as L93 IPH 4171

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 418 Victorian Literature 1830-1890

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold and Pater.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 420 Topics in English and American Literature

Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 4204 Film Theory

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings. Same as L53 Film 420

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L14 E Lit 423 Topics in American Literature

Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

L14 E Lit 4231 Topics in American Literature I

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 4232 Slavery and the American Imagination

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 424 Topics in American Literature II: Modernisms in America

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks and Great Depression revisions — illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer and Richard Wright. A shorter list of critical essays highlights

modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American literature requirement. For undergraduates, junior or senior standing is required.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4240 Topics in American Literature II

Fiction not often found in the standard survey course, such as Harold Frederic's *The Damnation of Theron Ware*, G. W. Cable's *The Grandissimes*, Frank Norris' *The Octopus*, Jack London's *Martin Eden*, Thornton Wilder's *Heaven's My Destination*, Dorothy Baker's *Young Man With a Horn*, R. P. Warren's *All the King's Men*, Thomas Pynchon's *V*, and short works by Edith Wharton and Ring Lardner.

Credit 3 units. Art: HUM

L14 E Lit 4241 In the Kingdom of Swing — Black American Culture

An examination of the development of African-American literature and culture between 1929 and 1941.

Credit 3 units. Art: HUM

L14 E Lit 4243 Contemporary African-American Drama

A close study of selected plays from Africa, the Caribbean and the United States. We consider plays by Lonnie Carter, John Pepper Clark, Adrienne Kennedy, Wole Soyinka, Efuwa T. Sutherland, Derek Walcott and Edgar White, among others.

Credit 3 units. Art: HUM

L14 E Lit 4244 Topics in African-American Literature

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 425 Early American Literature: American Modernisms

This seminar offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks, and Great Depression revisions — illuminate the grand ambitions of eccentric literary forms and self-sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry and drama by old and new literary celebrities: Djuna Barnes, John DosPassos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Ella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer and Richard Wright. A shorter list of critical essays highlights modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies."

Credit 3 units. A&S IQ: HUM, SD Art: HUM

L14 E Lit 425C Humanities by the Numbers

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class introduces students to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200-level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined vary from semester to semester. Please consult semester course listings for current offerings.

Same as L93 IPH 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 426 The American Renaissance

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 426C Imagining the City: Crime and Commerce in Early Modern London

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth, seemed to harbinger, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people — apprentices, domestic labor, street vendors, etc. — lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social — a shared space of kinship and community — could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis — its primary market, home to a burgeoning print culture and nourishing theater — and emerged, eventually, as the epicenter of a global economy. This course considers the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition, we consider secondary sources ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Same as L93 IPH 426

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 427 American Literature: The Rise of Realism to World War I

The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry. Credit 3 units. Art: HUM

L14 E Lit 428 Modernism and Postmodernism

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing. Credit 3 units. Art: HUM

L14 E Lit 4282 English Modernist Fiction

The first half of the 20th century produced some of English fiction's greatest individual achievements, linked by writers' attempts to represent, through narrative experiments, a world in which many certainties about self and society were dissolving. Attentive reading of 10 novels or short story collections; study of the historical and cultural contexts to which these writers were responding. Among writers considered: E.M. Forster, Virginia Woolf, D.H. Lawrence, Rebecca West, Joseph Conrad, Katherine Mansfield and Ford Madox Ford. Credit 3 units.

L14 E Lit 429 American Fiction Since 1945

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 431 English Drama, Exclusive of Shakespeare, to 1642

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theaters.

Credit 3 units. Art: HUM

L14 E Lit 4312 Early Drama

This unit is concerned with English and European drama and spectacle from late Roman theater onward: primarily in England, but with comparative material from France and Italy. The chronological span of the course ends at about 1600; the working assumption is that there is no clean break between "medieval" and "Renaissance" drama, but that the theaters and scripts of the late 16th century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices.

Credit 3 units. Art: HUM

L14 E Lit 432 Topics in Renaissance Drama

A study of Elizabethan and Jacobean theatrical culture — the plays, players, playwrights and audiences of public theaters, private theaters and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster and Shakespeare.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 4323 Reading in the Renaissance: Literature and Media in Early Modern England

Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell, Rochester, and Dryden and application to our understanding and experience of early modern texts.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 432A Programming for Text Analysis

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Same as L93 IPH 432

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 434 Topics in English and American Drama

Varies from semester to semester.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 435 Childhood and Society: The Formation of Children's Literature

An intensive examination of some of the major works that have shaped the canon and conception of children's literature in the English-speaking world. Among the authors studied are George Macdonald, Mark Twain, Kenneth Grahame, L. Frank Baum, Lewis Carroll, Robert Louis Stevenson, Rudyard Kipling and others. If time permits at the end of the course, we examine some works that appeared in the *Brownies' Book*, the children's publication of the NAACP that appeared in 1920 and 1921, edited by W.E.B. Du Bois and Jessie Fauset, a significant attempt to create a literature for children of color.

Credit 3 units. Art: HUM

L14 E Lit 436 Craft of Fiction: Dialogue

A literature/creative writing hybrid course, we concentrate on the element of dialogue in fiction. We focus on 20th-century novels and stories that use dialogue in radical ways or place conversational dynamics at the center of their projects, probably including works by Don DeLillo, Henry Green, Grace Paley and Philip Roth. We consider the architecture of conversations — the evasions and hidden agendas; the art of the well-made monologue; how speech is shaped by varieties of linguistic capital; and secrets as a narrative device, extending into issues of conspiracy and paranoia. Because this is a craft rather than a traditional literature course, we approach the texts as creative writers (although experience as such is not required), considering what they have to say through a primary emphasis on the means they develop to say it, and we put the craft into practice: assignments include both a critical paper and a short story using radical elements of dialogue. We also make room

for some consideration of the dynamics of actual conversations, outside of fiction, through a reading of some conversational analysts and speech-act theorists, and through some real-world experiments.

Credit 3 units. EN: H

L14 E Lit 437 Literary Theory: The Subject and Subjection

Credit 3 units.

L14 E Lit 438 African-American Comedy

Credit 3 units. Art: HUM

L14 E Lit 439 Literary Theory

Literary Theory course.

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 440 Modernism

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 441 Literature of Catastrophe

In this course we examine the ways in which art, both literary and visual, attempt to address catastrophic events.

Credit 3 units.

L14 E Lit 442 Introduction to Romantic Poetry

We read the poetry of the major Romantics — Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats — with attention to their biographical, historical, economic and cultural contexts.

Credit 3 units.

L14 E Lit 445 Readings in American Literature

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 4454 Irish Women Writers

Credit 3 units. Art: HUM

L14 E Lit 446 Introduction to Contemporary Poetry

Introduction to contemporary poetry.

Credit 3 units. Art: HUM

L14 E Lit 4461 American Studies and Poetry: The 20th Century

Credit 3 units. Art: HUM

L14 E Lit 447 Modern British and American Poetry

Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4471 Modern Poetry I: Modernisms

American and British poetry before, during and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D. and Stevens, as well as selections from Wordsworth, Whitman and Dickinson. First half of two-course sequence; second half optional.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4472 Modern Poetry II: Postmodernisms

American and British poetry from 1930 to the present. Readings include Stevens, Riding, Crane, Zukofsky, Bunting, Auden, Brooks, Olson, Bishop, Merrill, Ashbery, Hill, Ammons, Rich, Wright and Howe. Prerequisite: E Lit 4471 or permission of instructor.

Credit 3 units. Art: HUM

L14 E Lit 4485 Topics in Irish Literature: Modern Irish Poetry

Topics course in Irish literature.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L14 E Lit 449 20th-Century Irish Poetry

Credit 3 units. Art: HUM

L14 E Lit 4492 The Irish Literary Revival

The class will study major writings by Oscar Wilde, W.B. Yeats, J.M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W.I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Credit 3 units.

L14 E Lit 449A Topics in Literature: Humanism

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 450 American Film Genres

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings Tuesdays at 4 p.m.

Same as L53 Film 450

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4505 Interdisciplinary Topics in the Humanities

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L14 E Lit 450A Interdisciplinary Topics in the Humanities

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM

L14 E Lit 4531 American Drama

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 456 English Novel of the 19th Century

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës and Hardy.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 458 The Modern Novel

Content and craft in the varying modes of the American, British and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide and Camus.

Credit 3 units. Art: HUM

L14 E Lit 4581 Modern British Novel

A selection of books by some of the major 20th-century figures: Henry James, Samuel Butler, Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, E.M. Forster, Elizabeth Bowen, Graham Greene, Christopher Isherwood, Sybille Bedford, V.S. Naipaul, William Trevor and Kazuo Ishiguro.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4582 The North American Novel, 1945 to the Present

Credit 3 units. Art: HUM

L14 E Lit 4583 British Fiction after Modernism

Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s — works by, for example, John Fowles, Alasdair Gray and Martin Amis; the "devolution" of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about "home." Younger writers, in frequently provocative ways, address the questions of nation, place, class and sexual identity that have dominated the postwar period.

Credit 3 units.

L14 E Lit 4584 Contemporary Fiction

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 4591 The Modern European Novel

Credit 3 units. Art: HUM

L14 E Lit 4601 The Shaping of Modern Literature

Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination and such masters as Hegel, Kafka, Kierkegaard, and William and Henry James. Topics vary each semester; consult course listings.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 461 Topics in English Literature I

Studies in special subjects, e.g., allegory and symbolism in the medieval period; the sonnet in English literature, English poetry and politics. Consult course listings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 462 Topics in English Literature II

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

L14 E Lit 462A Multimedia Stein

Same as L16 Comp Lit 462A

Credit 3 units. BU: HUM

L14 E Lit 4631 Topics in English Literature and History: The 17th Century

Variable topics, such as writing, politics and society in Revolutionary England; life writing and literature in Early Modern England.

Credit 3 units. Art: HUM

L14 E Lit 4653 Banned Books

Credit 3 units. Art: HUM

L14 E Lit 4655 The Pre-History of Blogging: Social Media of the Enlightenment

This course will explore the ways in which the Enlightenment — in France, England, Germany and the U.S. — was shaped by the emergence of new literary forms, media and technologies of communication. Like our blogs, Facebook and email, the 18th century had its new social media — newspapers and literary journals, letters that surged through the national postal systems — as well as new social institutions — salons and coffeehouses — that served as forums for public debate. We will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and state control.

Same as L93 IPH 465

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 466 Theory and Methods in the Humanities:

Same as L93 IPH 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 4693 Topics in European Literature and History

Credit 3 units. Art: HUM

L14 E Lit 470 Research Lab

This class allows faculty members to work on their research in collaboration with undergraduate and graduate students. The content of the class (and its subtitle) will be determined by the faculty member's research project; its primary activities will involve the students in making concrete contributions to the faculty member's research. The basic idea is to create a collaborative environment akin to a lab, in which researchers of various skills pursuing various tasks contribute to a distinctive project.

Credit 3 units. Arch: HUM EN: H

L14 E Lit 472 History of the English Language

Concepts and methods of linguistic study: comparative, historical and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle and later English; sounds, meanings, syntax and styles.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 474 Frankenstein

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 478 The Craft of Fiction

A literature/creative writing hybrid course concentrating on the element of dialogue in fiction, reading novels and stories that use dialogue in radical ways, including works by Don DeLillo, Henry Green, Zora Neale Hurston, Grace Paley and Philip Roth.

Credit 3 units. Art: HUM

L14 E Lit 479 The Art and Craft of Poetry

An examination of poetry from its beginnings in English to the present day considering the relationship between earlier traditions and the manifestations of those traditions in contemporary poetry. Issues such as image; metaphor and the employment of it; notions of vision; the extent to which vision can spring from the intersection of art and craft. Study of prosody, reading poems that exemplify the successful use of prosodic technique, and trying our own hands at those techniques as well.

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 481 Selected English Writers I

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult course listings.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 482 Selected English Writers II

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult course listings.

Credit 3 units. Art: HUM

L14 E Lit 483 Selected American Writers I

Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult course listings each semester for specific authors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 484 Selected American Writers II

Credit 3 units. Art: HUM

L14 E Lit 486 The Business of Books

Book publishing shapes our literary and intellectual landscape in defining ways, yet only with the recent rise of Publishing Studies has the theory and practice of publishing become a serious subject of attention within the academy. This course offers a broad introduction to publishing, with a practical emphasis on contemporary literary publishing. We will explore how publishing communities form in relation to aesthetics, demographics, and technologies, and will consider how ethics and business practices are defined within these communities. On the applied side, we will study editing, contracts, marketing, sales & distribution, infrastructure, and media, and students

will write reader's reports, marketing plans, and a final paper analyzing a contemporary publishing project and placing its work in relation to the historical and cultural context, demonstrating how each particular publishing practice is adapted to its own cultural ecosystem. Industry professionals will visit to speak with the class by Zoom, and Professor Riker brings two decades of experience as a book publisher, author, and reviewer. Alongside these other activities, over the course of the semester students will follow the progression of a book published by the nationally acclaimed publishing house Dorothy, a Publishing Project, of which Professor Riker is the publisher.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 493 Spenser

Readings in the *Faerie Queene* and *Shepherd's Calendar*, with attention to Spenser's deliberate fashioning of a literary career.

Credit 3 units. Art: HUM

L14 E Lit 4930 The Unmaking and Remaking of Europe: The Literature and History of the European War of 1914-1918

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European impact by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war. Same as L16 Comp Lit 493

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 494 Milton

Major poems and prose works in relation to literary and intellectual currents of the 17th century.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 494C Seminar: Translating Gertrude Stein

This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details. Same as L16 Comp Lit 494

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 4951 Seminar: The 19th-Century European Novel

Seminar in Comparative Literature Studies. Topics vary. Consult course listings for current semester's offering. Same as L16 Comp Lit 495

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 496 Shakespeare Advanced Course

A study of Shakespeare's career as a dramatist, with intensive work on particular plays in the light of critical traditions.

Prerequisite: E Lit 395C or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L14 E Lit 4968 Digital Methods in Literary Analysis: Shakespeare by the Numbers

This course explores how emerging digital techniques can help us read literary texts in new ways. We read a set of Shakespeare plays closely but also work with a large corpus of plays by Shakespeare and his contemporaries as we cover basic text-mining and visualization techniques and use simple statistical and quantitative approaches to think about questions of genre and style. We ask how the typically "human" scale of reading that lets us respond to these texts can be captured on their massive scales at which computers can count, quantify and categorize. What nuance is lost in this translation between "close" and "distant" readings and what insights are gained?

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 4969 Shakespeare in Production

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from both a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Same as L15 Drama 469

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 4976 Advanced Seminar in Literature

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Same as L22 History 4976

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 498 The Spenser Lab

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an interinstitutional effort to produce a traditional print edition of the *Complete Works of Edmund Spenser*.

Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 498A Special Topics in Playwriting: Art and Activism

Taught by guest teaching artist, Regina Taylor, playwright, director, stage/screen actor, this course will focus on how art can effect change through personal expression. The monumental cultural shift that is in motion throughout the world will be explored through the specific lens of each student's life. Students will write short pieces and one-act plays that will explore where

they are at this moment in time. Works in the class may be added to Regina Taylor's black album mixtape. No playwriting experience necessary. Course open only to juniors, seniors and graduate students.

Same as L15 Drama 498
Credit 3 units. BU: HUM

L14 E Lit 498W The Spenser Lab

In this writing-intensive course, the students are given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements and design documents (SRDDs).

Credit 4 units. A&S IQ: HUM, WI EN: H

Environmental Studies

Environmental Studies offers one major and two minors. The Environmental Analysis major (<https://enst.wustl.edu/academic-requirements/>) creates a framework to integrate environmental courses and places a strong emphasis on critical thinking and general analytical and problem-solving skills. We offer an explicit focus on the application of those skills to analyze and design solutions to contemporary environmental challenges. The curriculum for this major is integrated and interdisciplinary, drawing from many disciplines across Arts & Sciences and the university as a whole. The major thus captures the strengths of the traditional academic departments and incorporates the interdisciplinary innovation necessary to explore fully the multiple issues and questions posed by the study of the environment. Our curriculum is sequenced and scaffolded so that students encounter concepts at increasing levels of depth, analysis, and real-world application. We offer opportunities for students with different disciplinary interests to repeatedly encounter one another and to engage in reflection with peers throughout, especially during our fourth-year reflection seminar.

The Interdisciplinary Environmental Analysis minor (<https://enst.wustl.edu/academic-requirements/#anchor-group-9814>) prepares students to tackle real-world environmental challenges by providing more robust opportunities for interdisciplinary knowledge and skill development. In particular, the minor is structured to provide students with opportunities to strengthen their critical analysis and problem-solving skills through participation in team-based learning experiences and, where possible, by engaging in real-world issues.

The Environmental Studies minor (<https://enst.wustl.edu/academic-requirements/#anchor-group-9799>) includes core course work in biology, earth science, and political science. Students may choose upper-level elective courses in a variety of natural and social science disciplines. Please visit the Environmental Studies website (<http://enst.wustl.edu/>) for more information.

Students can also choose from among three environmental majors in the following academic departments: Biology, Earth and Planetary Sciences, and Political Science. For more information about these related majors, please visit the following *Bulletin* pages:

- Environmental Biology (p. 376)
- Environmental Earth Sciences (p. 499)
- Environmental Policy (p. 949)

Phone: 314-935-7047

Email: bowinston@wustl.edu

Website: <http://enst.wustl.edu>

Faculty

Director

David Fike (<https://eps.wustl.edu/people/david-fike/>)

Professor, Department of Earth & Planetary Sciences
Director, International Center for Energy, Environment and Sustainability (InCEES)
Director, Environmental Studies Program
PhD, Massachusetts Institute of Technology
(Earth and Planetary Sciences)

Associate Director

Eleanor Pardini (<https://enst.wustl.edu/people/eleanor-pardini/>)

Senior Lecturer and Research Scientist
Associate Director, Environmental Studies Program
Contact for Environmental Biology
PhD, University of Georgia
(Biology)

Additional Faculty

Solny Adalsteinsson (<https://tyson.wustl.edu/solny-adalsteinsson/>)

Staff Scientist, Tyson Research Center
(Environmental Studies)

Sharon Deem (https://www.researchgate.net/profile/Sharon_Deem/)

DVM, PhD, DACZM
(Environmental Studies; Saint Louis Zoo)

Karen DeMatteo (<https://enst.wustl.edu/people/karen-dematteo/>)

Senior Lecturer
PhD, Saint Louis University
(Environmental Studies; GIS)

Elizabeth Hubertz (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=6728)

Lecturer in Law
Assistant Director, Interdisciplinary Environmental Clinic
JD, University of Virginia
(Law; Interdisciplinary Environmental Clinic)

Scott Krummenacher (<https://polisci.wustl.edu/people/scott-krummenacher/>)

Lecturer
PhD, Saint Louis University
(Political Science)

Doug Ladd (https://www.samfoxschool.wustl.edu/portfolios/doug_ladd/)

Lecturer
MS, Southern Illinois University

Suzanne Loui (<https://enst.wustl.edu/people/suzanne-loui/>)

Lecturer
PhD, Saint Louis University
(Biology; Environmental Studies)

Beth Martin (<https://enst.wustl.edu/faculty-staff/beth-martin/>)

Teaching Professor
MS, Washington University
(Environmental Studies)

John Parks (<http://enst.wustl.edu/people/john-parks/>)

Lecturer
PhD, Washington University
(Environmental Studies; University College)

Froggi VanRiper (<https://enst.wustl.edu/people/froggi-vanriper/>)

Lecturer
PhD, Oregon State University
(Environmental Studies)

Bill Winston

Lecturer
MS, Washington University
(Environmental Studies; University College)

Majors

The Major in Environmental Analysis

The Environmental Analysis major is a flexible, 49-credit program that focuses on developing critical skills and competencies in interdisciplinary environmental problem solving. It is ideal for students seeking interdisciplinary training focused on the environment and sustainability, and it is designed to stand alone or to complement another primary major.

Total units required: 49

Required courses (28 units):

- Choose three of the following (9 units):

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change (I60 course) *	3
EnSt 102	To Sustainability and Beyond: People, Planet, Prosperity *	3
EnSt 105	Sustainability in Business	3
EnSt 111	Environmental Racism and the Health of Everyone *	3
EnSt 215	Introduction to Environmental Humanities	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment	3
EPSc 201	Earth and the Environment **	4
EPSc 202	Introduction to Earth, Environmental, and Planetary Science **	3
Pol Sci 2010	Introduction to Environmental Policy	3

- * Open to first-year students only. Per college rules for Beyond Boundaries courses, students are allowed to take one per semester; thus, students may count two toward the major.
- ** Students may count EPSc 201 or EPSc 202 toward the major.

- Required core courses in analysis and communication (12 units); choose four of the following:

Code	Title	Units
Anthro 428W	Original Research in Environmental Anthropology	3
Drama 214	Public Speaking: Embodied Communication	3
Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
EnSt 481	Advanced GIS	3

IPH 3123	Introduction to Digital Humanities	3
Math 2200	Elementary Probability and Statistics	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3

Note: Students may count a fifth analysis and communication course toward the depth electives.

- Required course in social identity and environment (3 units); choose one of the following:

Code	Title	Units
AAS 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
EnSt 111	Environmental Racism and the Health of Everyone	3
GeSt 232	Intergroup Dialogue: Race/Ethnicity	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2110	Social Inequality in America	3
SOC 3212	The Social Construction of Race	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3

- Required interdisciplinary environmental capstone course (3 units); choose one of the following:

Code	Title	Units
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6
EnSt 498	Senior Honors Research	3

Note: Due to the intensity of these project-based course, students may only take one per semester. Students may count a second capstone course toward the depth electives.

- Fourth-year reflection seminar (1 unit):

Code	Title	Units
EnSt 492	Environmental Studies Fourth-Year Reflection Seminar	1

Note: The purpose of this seminar is to create a written narrative portfolio that synthesizes, integrates, and reflects on the student's learning across the courses and experiences of the major. Reflection will occur through personal writing and discussion with peers in the course.

Elective Courses (21 units):

Students will choose depth and breadth elective courses from the three categories below: Social Sciences, Humanities and Arts, and Natural Science. Students must choose seven elective courses, with at least four courses from one category and at least one course in each of the other two categories. This means that students can choose a 5/1/1 combination or a 4/2/1 combination from the elective categories.

The following flexibility is allowed regarding substitutions:

- Students may count a fifth analysis and communication course toward the depth electives.
- Students may count a second capstone course toward the depth electives.
- Students may request one course substitution outside of the electives listed below to take advantage of unique one-time or rarely offered courses.

To complete any major, the College of Arts & Sciences requires that students must complete no fewer than 18 units of courses numbered 300 or above within the major with a grade of C-or better. There is no double counting of advanced (300- and 400-level) courses between two majors or between a major and a minor. This "no double-counting rule" also applies to students who are double majoring across schools.

- Social sciences electives:

Code	Title	Units
AMCS 299	The Study of Cities and Metropolitan America	3
Anthro 3472	Global Energy and the American Dream	3
Anthro 360	Placemaking St. Louis *	3
Anthro 3602	Environmental Inequality: Toxicity, Health, and Justice	3
Anthro 3608	Caribbean Island Vulnerabilities: Puerto Rico *	3
Anthro 361	Culture and Environment	3
Anthro 3613	Follow the Thing: Global Commodities & Environment	3
Anthro 3618	Urban Ecological Anthropology	3
Anthro 3880	Multispecies Worlds: Animals, Global Health, and Environment *	3
Anthro 4280	Tourism & Sustainability *	3
Econ 451	Environmental Policy	3
EnSt 251	Metropolitan Environment	3

EnSt 255	Systems Thinking	3
EnSt 310	Ecological Economics	3
EnSt 316	Beyond the Evidence	3
EnSt 340	Energy Governance in Israel and the Middle East*	3
EnSt 341	International Energy Politics*	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3
EnSt 461	Intro to Environmental Law	3
EnSt 481	Advanced GIS	3
EnSt 482	Applications in Geospatial Intelligence	3
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar	3
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 460L	Introduction to Social Entrepreneurship	3
MGT 460M	Business of Social Impact	1.5
MPH 5002	Epidemiology **	3
MPH 5323	TPS: Climate Change and Public Health **	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 389A	Power, Justice and the City	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 495	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3

* This course counts toward the major, but it is no longer offered or its future is unclear.

** Students should request permission from the instructor to enroll in this course.

• Environmental humanities electives:

Code	Title	Units
AFAS 288	Free the Land: Black Histories of Environmental Racism	3
AFAS 3075	Recipes for Respect: Black Foodways in the United States	3
AFAS 474	Black Geographies: Space, Place and Ecologies of Power *	3
ARCH 209	Design Process	3
ART 318P	Photography: Art Practice (Art, Environment, Culture & Image) *	3
Comp Lit 4111	Pastoral Literature	3
Drama 351	Intro to Playwriting	3

Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
History 2561	Urban America	3
History 3194	Environment and Empire	3
IPH 312	Introduction to Digital Humanities	3
IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
LAND 530F	Special Topics in Landscape Architecture	3
LAND 553A	Seeds	3
Phil 235F	Introduction to Environmental Ethics	3
Writing 309	Writing the Natural World	3

* This course has a prerequisite.

• Natural science electives:

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3660	Primate Ecology, Biology, and Behavior	3
Anthro 3662	Primate Conservation Biology	3
Anthro 4285	Environmental Archaeology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 3220	Woody Plants of Missouri	3
Biol 349	Microbiology	4
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 381	Introduction to Ecology	3
Biol 3900	Science for Agriculture and Environmental Policy	3
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 375	Urban Ecology	3
EnSt 481	Advanced GIS	3
EnSt 483	Introduction to Spatial Epidemiology	3
EPSc 219	Energy and the Environment	3
EPSc 2xx/3xx	Arctic Science	3
EPSc 323	Biogeochemistry	3

EPSc 336	Minerals and Rocks in the Environment	3
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 383	Geospatial Science	3
EPSc 385	Earth History	3
EPSc 386	The Earth's Climate System	3
EPSc 407	Remote Sensing	3
EPSc 413	Introduction to Soil Science	3
EPSc 428	Hydrology	3
EPSc 454	Exploration and Environmental Geophysics	4
LAND 551A	Landscape Ecology	3

Related Majors

Students interested in studying the environment can also choose from relevant majors in the departments of Biology, Earth and Planetary Sciences, and Political Science.

Please visit the following *Bulletin* pages for more information about these majors:

- Earth and Planetary Sciences (p. 499)
- Environmental Biology (p. 378)
- Environmental Policy (p. 950)

Minors

The Minor in Interdisciplinary Environmental Analysis

This minor was developed to prepare students to tackle real-world environmental challenges by providing more robust opportunities for interdisciplinary knowledge and skill development. The minor is structured to provide students with opportunities to strengthen their critical analysis and problem-solving skills through participation in team-based, experiential, often community-engaged learning around "wicked" real-world problems. Most courses do not have prerequisites. Courses that appear as options in multiple sections may only be taken for credit toward one section of the minor.

Total units required: 18

Required courses (students choose three of the following; 9 units):

Code	Title	Units
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3

EnSt 357	Multiparty Environmental Decision Making	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3

One interdisciplinary environmental capstone course (3 units):

Code	Title	Units
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6

One advanced elective in natural science (3 units)

(prerequisites: EnSt 481 [EnSt 380]; EPSc 454 [EPSc 201]):

Code	Title	Units
Biol 3900	Science for Agriculture and Environmental Policy	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 481	Advanced GIS	3
EPSc 386	The Earth's Climate System	3
EPSc 454	Exploration and Environmental Geophysics	4

One advanced elective in social science and humanities

(3 units) (prerequisites: Econ 451 [Econ 1011]; EnSt 481 [EnSt 380]):

Code	Title	Units
Econ 451	Environmental Policy	3
EnSt 310	Ecological Economics	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 340	Energy Governance in Israel and the Middle East	3
EnSt 341	International Energy Politics	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3

EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
EnSt 461	Intro to Environmental Law	3
EnSt 481	Advanced GIS	3
History 3194	Environment and Empire	3
Approved for students who entered Spring 2020 or before:		
Pol Sci 340	Topics	3
Pol Sci 3752	Topics in American Politics	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3

The Minor in Environmental Studies (For Students Starting Fall 2021 or After)

Total unit required: 18

Required core introductory courses (students choose two of the following; 6 units):

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change	3
EnSt 102	To Sustainability and Beyond: People, Planet, Prosperity	3
EnSt 105	Sustainability in Business	3
EnSt 110	Environmental Issues	3
EnSt 111	Environmental Racism and the Health of Everyone	3
EnSt 215	Introduction to Environmental Humanities	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment	3
EPSc 201	Earth and the Environment *	4
EPSc 202	Introduction to Earth, Environmental, and Planetary Science *	3
EPSc 219	Energy and the Environment *	3
Pol Sci 2010	Introduction to Environmental Policy	3

* Students can take only one of the following: EPSc 201, EPSc 202, or EPSc 219.

One elective in analysis and communication (3 units):

Code	Title	Units
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6
EnSt 481	Advanced GIS	3
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6

One elective in environmental humanities (3 units):

Code	Title	Units
AFAS 288	Free the Land: Black Histories of Environmental Racism	3
AFAS 3075	Recipes for Respect: Black Foodways in the US	3
AFAS 474	Black Geographies: Space, Place and Ecologies of Power	3
ARCH 209	Design Process	3
ART 318P	Photography: Art Practice (Art, Environment, Culture & Image)	3
Comp Lit 4111	Pastoral Literature	3
Drama 351	Intro to Playwriting	3
Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
History 2561	Urban America	3
History 3194	Environment and Empire	3
IPH 312	Introduction to Digital Humanities	3

IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
LAND 530F	Special Topics in Landscape Architecture	3
LAND 553A	Seeds	3
Phil 235F	Introduction to Environmental Ethics	3
Writing 309	Writing the Natural World	3

One elective in social science (3 units):

Code	Title	Units
AMCS 299	The Study of Cities and Metropolitan America	3
Anthro 3472	Global Energy and the American Dream	3
Anthro 360	Placemaking St. Louis	3
Anthro 3602	Environmental Inequality: Toxicity, Health, and Justice	3
Anthro 3608	Caribbean Island Vulnerabilities: Puerto Rico	3
Anthro 361	Culture and Environment	3
Anthro 3613	Follow the Thing: Global Commodities & Environment	3
Anthro 3618	Urban Ecological Anthropology	3
Anthro 3880	Multispecies Worlds: Animals, Global Health, and Environment	3
Anthro 4215	Anthropology of Food	3
Anthro 4280	Tourism & Sustainability	3
Anthro 428W	Original Research in Environmental Anthropology	3
Econ 451	Environmental Policy	3
EnSt 251	Metropolitan Environment	3
EnSt 255	Systems Thinking	3
EnSt 310	Ecological Economics	3
EnSt 316	Beyond the Evidence	3
EnSt 340	Energy Governance in Israel and the Middle East	3
EnSt 341	International Energy Politics	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3
EnSt 461	Intro to Environmental Law	3
EnSt 481	Advanced GIS	3
EnSt 482	Applications in Geospatial Intelligence	3
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar	3
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 460L	Introduction to Social Entrepreneurship	3

MGT 460M	Business of Social Impact	1.5
MPH 5002	Epidemiology	
MPH 5323	TPS: Climate Change and Public Health	
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 389A	Power, Justice and the City	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 495	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3

One elective in natural science (3 units):

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3660	Primate Ecology, Biology, and Behavior	3
Anthro 3662	Primate Conservation Biology	3
Anthro 4285	Environmental Archaeology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 3220	Woody Plants of Missouri	3
Biol 349	Microbiology	4
Biol 370	Animal Behavior	3
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 381	Introduction to Ecology	3
Biol 3900	Science for Agriculture and Environmental Policy	3
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 375	Urban Ecology	3
EnSt 481	Advanced GIS	3
EnSt 483	Introduction to Spatial Epidemiology	3
EPSc 219	Energy and the Environment	3
EPSc 2xx/3xx	Arctic Science	3
EPSc 323	Biogeochemistry	3
EPSc 336	Minerals and Rocks in the Environment	3
EPSc 340	Minerals, Rocks, Resources and the Environment	4
EPSc 383	Geospatial Science	3
EPSc 385	Earth History	3

EPSc 386	The Earth's Climate System	3
EPSc 407	Remote Sensing	3
EPSc 413	Introduction to Soil Science	3
EPSc 428	Hydrology	3
EPSc 454	Exploration and Environmental Geophysics	4
LAND 551A	Landscape Ecology	3

The Minor in Environmental Studies (For Students Starting Before Fall 2021)

Total units required: 19

Required courses (10 units):

Code	Title	Units
EPSc 201	Earth and the Environment	4
Biol 2950	Introduction to Environmental Biology	3
Pol Sci 2010	Introduction to Environmental Policy	3
Total Units		10

One elective in advanced science (3 units):

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 3900	Science for Agriculture and Environmental Policy	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 375	Urban Ecology	3
EnSt 380	Applications in GIS	3
EnSt 481	Advanced GIS	3
EPSc 323	Biogeochemistry	3
EPSc 386	The Earth's Climate System	3
EPSc 401	Earth Systems Science	3
EPSc 413	Introduction to Soil Science	3

One elective in advanced political science or law (3 units):

Code	Title	Units
EnSt 310	Ecological Economics	3
EnSt 340	Energy Governance in Israel and the Middle East	3
EnSt 341	International Energy Politics	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3

EnSt 350W	Writing Skills for Environmental Professionals	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 461	Intro to Environmental Law	3
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 389A	Power, Justice and the City	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 495	Research Design and Methods	3

One elective in advanced anthropology or ethics (3 units):

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3472	Global Energy and the American Dream	3
Anthro 3608	Caribbean Island Vulnerabilities: Puerto Rico	3
Anthro 361	Culture and Environment	3
Anthro 3613	Follow the Thing: Global Commodities & Environment	3
Anthro 3615	Environmental Anthropology	3
Anthro 4215	Anthropology of Food	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
History 3194	Environment and Empire	3

Other preapproved substitutions:

Courses that are offered less frequently or that have more prerequisites but that are preapproved substitutions for these requirement categories include the following:

Advanced science electives

Code	Title	Units
EPSc 429	Environmental Hydrogeology	3
EPSc 444	Environmental Geochemistry	3
EPSc 484	Paleoenvironmental Reconstruction	3

Advanced political science or law electives

Code	Title	Units
Econ 451	Environmental Policy	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6

Advanced anthropology or ethics electives

Code	Title	Units
Anthro 3612	Population and Society	3
Anthro 379	Archaeology and Climate Change	3

Courses

Visit online course listings to view semester offerings for L82 EnSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L82&crslvl=1:4>).

L82 EnSt 101 Earth's Future: Causes and Consequences of Global Climate Change

Earth's Future: Causes and Consequences of Global Climate Change examines the following: 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad introductory course for first-year students, and it presumes no special subject matter knowledge on the part of the student. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 101

Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 102 To Sustainability and Beyond: People, Planet, Prosperity

This course combines interdisciplinary instruction with applied project work. Students will be introduced to global concepts in sustainability and examine how they relate to specific issues in the greater St. Louis community, learning what it means to be civic-minded stewards of social and ecological systems. In addition, students will work on developing the critical "soft skills" needed for success on the job, such as effective communication techniques, project management, and leadership. Students will emerge from the course with a systems-level understanding of sustainability, a working knowledge of the fundamentals of community engagement, and an appreciation for values-based civic stewardship. Experience in this course will prepare students for applied project-based work in other courses or internships, regardless of academic discipline. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 140

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC EN: S

L82 EnSt 105 Sustainability in Business

In today's complex business environment, organizations are constantly challenged to develop innovative policies and processes that ensure profitability. Some leaders believe that the sole purpose of business is to maximize shareholder wealth and that fiscal sustainability is not compatible with environmental responsibility. In reality, ecological and economic performance need not — and should not — be mutually exclusive. Fortunately, the outmoded mindset of "profit-at-any-cost" is beginning to shift as organizations recognize the importance of adopting balanced business practices that promote social equity and environmental prosperity without sacrificing financial stability. Organizations that embed sustainability into their corporate strategies increase operational efficiency by using resources more responsibly and minimizing waste. In an increasingly crowded and competitive marketplace, sustainability has become a source of competitive advantage through which an organization can have a positive impact not only on the financial "bottom line" but also on the environment and society. In this course, we explore key concepts and issues driving sustainability in business. We also examine core sustainability principles, frameworks, and tools that companies can use to better understand and work within the natural systems that enable their existence and sustain their operations. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 110 Environmental Issues

This course examines the science behind current environmental issues, with emphasis on ecology and conservation. Students will gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics will include: human population growth, ecosystem structure and diversity, types and origin of pollution, global climate change, energy resources and use, challenges to feeding the world, and the interaction between the environment and human health.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 111 Environmental Racism and the Health of Everyone

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the frontlines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St. Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 115

Credit 3 units. A&S IQ: SSC EN: S

L82 EnSt 115 Introduction to Conservation Biology

This course is introductory level and appropriate for both non-science majors as well as potential science majors who may be investigating their interests. Conservation Biology will focus on biodiversity, its preservation and current threats, as well as obstacles to its preservation for the future. We will examine the different levels of biodiversity present in nature as well as highlighting its importance, and why it matters to the human population. In studying Conservation Biology, students will also learn key concepts from related fields such as evolution and ecology that are necessary to understand concepts and concerns. Course topics include species and ecosystem management, restoration, strategies to combat threats, and past successes and failures relating to biodiversity conservation. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 121 Ampersand: Pathfinder — A Sense of Place: Discovering Missouri's Natural Heritage

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis

Students will go exploring in and around St. Louis. They will learn about the St. Louis backyard and their "home" for the next four years. Through field trips, readings, and discussion, students will see firsthand what challenges face the environment and the people who live here. They will learn how to examine multiple perspectives, how to think critically, and how to approach problems from an interdisciplinary and holistic approach. They will also learn why it is important to know a community at the local level to affect change on any level: state, national, or international. In addition to weekly readings and discussions, this course includes several field trips.

Same as L61 FYP 122

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L82 EnSt 181 Ampersand: Pathfinder — Environmental Seminar

This course is a survey of pressing environmental issues (both local and global) as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only. Same as L61 FYP 181P

Credit 1 unit. A&S: AMP

L82 EnSt 201 Earth and the Environment

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth and planetary sciences and environmental studies majors. Three class hours and one two-hour lab a week.

Same as L19 EPSc 201

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 210 Undergraduate Teaching Assistant

Credit 3 units.

L82 EnSt 215 Introduction to Environmental Humanities

In this environmental humanities seminar we will consider texts illustrating how American citizens evolved in their perceptions, use, and expectations of the natural world during the nineteenth and early twentieth centuries, especially but not limited to the practice of agriculture. We will also consider how practices of agriculture were inextricably tied to oppression and misuse not only of land but of people. How did the mandatory short-term goals of health and economic security sought so eagerly by citizens, and supported by evolving technologies, foreshadow the unintended consequences of long-term environmental damage that would contribute to climate change, and historic trauma that marginalized communities still live with today? How can we understand this using a critical and hopeful lens? Considering contemporary writings on our perception of "environmentalism" will help us nuance our analysis. Topics will include: agrarian democracy; settlement of the Great Plains by immigrant farmers; the Dust Bowl; fragmentation of the Sioux ecosystem. If COVID guidelines permit, students will have the opportunity to visit the Tyson Research Center, Washington University's field laboratory in west St. Louis County. Tyson's mission is to provide a living landscape for environmental research and education as a component of Washington University's International Center for Energy, Environment and Sustainability (InCEES). As a class we will meet with faculty researchers (from both science and the humanities) and hear about their work on ecosystem sustainability, that is, thinking long-term for human and environmental health. Throughout the course we will use texts such as: government reports, history, literature, environmental policy and autobiography. This course is for first-year students and sophomore students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L82 EnSt 222 Topics in Japanese Literature and Culture: Environmental Consciousness in Modern Japanese Literature

A topics course on Japanese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L05 Japan 221

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L82 EnSt 250 One Health: Linking the Health of Humans, Animals, and the Environment

This course provides an introduction to One Health, a collaborative effort of multiple disciplines — working locally, nationally, and globally — to attain optimal health for people, animals, and the environment. The student will learn about the challenges threatening environmental, animal, and human health. More importantly, they will learn about the transdisciplinary/holistic/One Health approach, which is necessary if we are to develop the solutions to these challenges. To address the loss of biodiversity, climate change, and environmental pollutants, students will participate in project-based learning modules to understand the how and why of these challenges as well as the mechanisms available to study current threats to conservation and public health. Class lessons will consist of lectures, clicker-based discussions, and case-study discussions. Assignments will include regular readings, quizzes, three exams, the creation of one infographic to convey a concept to a lay audience, and one short final reflection essay. This course will be limited to first- and second-year students.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 251 Metropolitan Environment

Understanding the forces shaping urban growth and change is increasingly important for addressing environmental issues. The United Nations projects up to 3/4ths of the world's population will live in urban areas by the end of the century. Urbanization rates now outpace population growth rates in many parts of the world. Changes within the metropolitan environment will have profound impacts on people and planet. This course provides an interdisciplinary overview of the metropolitan growth and change, paying particular attention to the role of planning, politics, and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issues in a city of student's choice.

Credit 3 units. A&S IQ: SSC

L82 EnSt 255 Systems Thinking

Our complex world is bound together by multiple overlapping systems. Social systems interact with physical and biological systems. Societies and individuals, ecosystems and species, interact in ways that influence each other. Systems thinking is the ability to see the relationships and patterns within and across systems, as well as the underlying structures which shape those relationships and patterns. This course provides an introduction into systems thinking for sustainability. We will explore the key features of systems and students will learn the basics of the systems thinking lens which they will be able to use for addressing sustainability in an ever-changing world. Class time will be devoted to lectures, case studies, group activities and discussions.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

L82 EnSt 290 Sophomore Seminar in Sustainability and the Environment

This course will provide an opportunity for students to evaluate and explore potential paths in environmental studies, and learn presentation skills to carry forward in their careers. Students will also get the opportunity to get out of the classroom and participate in environmental field trips and activities.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 2950 Introduction to Environmental Biology

Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in ENST 215: Introduction to Environmental Humanities.

Same as L41 Biol 2950

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 306B Africa: Peoples and Cultures

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present.

Same as L48 Anthro 306B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

L82 EnSt 310 Ecological Economics

Our planet is finite but our economic theories and practices assume that our economy can grow forever. The paradoxical pursuit of infinite growth on a finite planet has real-world consequences: from climate change to increasing income inequality to stagnant and declining quality of life for most of us to the ongoing mass extinction of species that are not economically useful to us, but whose loss simplifies ecosystems to the point of collapse. If these trends continue we will face some very difficult times ecologically and socio-politically. One alternative to infinite-planet economic theory is Ecological Economics, which can be described as economics as if the laws of thermodynamics are true and apply to us. Alone among disciplines with any aspiration to analytic rigor, the field of economics has remained unaffected by the thermodynamic revolution that transformed such fields as biology, chemistry, physics, even history in the late 19th and early 20th centuries. This failure to take physical law into account is one great source of our society's environmental (and social and political) problems. Ecological economics thus represents the continuation of the thermodynamic revolution begun in the 1880s. This course is designed to give you an appropriate grounding in the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise this emergent school of economic theory, while placing this theorizing in historical (and ecological) context. We'll pay particular attention to how the precepts and practice of Ecological Economics illuminate the largest challenge facing humans today, the necessity of developing an ecologically sustainable society, one that is sized to the limits of our finite planet.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 315 Fallout: Analyzing Texts and Narratives of the Nuclear Era

In this environmental humanities course we will compare and integrate diverse texts and narratives through which Americans have developed a complex relationship to nuclear technology. Nuclear technology has long been developed, used and debated. Capable of both healing and harm, it challenges our notions of risk versus benefit at every level. It is also poised to potentially play a significant environmental role in climate mitigation by delivering large amounts of nearly carbon-free energy. Using texts such as literary nonfiction, history, environmental anthropology, natural history and public health, we will explore aspects of the Manhattan Project, the Chernobyl Nuclear Reactor accident, the presence of fear in the public perception of nuclear technology, and debates regarding the current and future use of nuclear energy. Two or three Saturday field site visits will be required, one to Weldon Springs Interpretive Center.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L82 EnSt 316 Beyond the Evidence

Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing this issue? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate their children? What if I told you that the scientific evidence does not matter? Over the last few decades, neither better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this course, we will explore the different factors that contribute to the reasons why scientific evidence does not matter for the individual choices we make or policies we support. We will especially consider how values, beliefs, emotions, and identity shape how we process information and make decisions. We will examine how we might talk to one another in a way that might shift thinking or behavior as well as how we can create evidence-based policy. We will explore themes of worldview, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, bungles in messaging, and difficult dialoguing through the examples of climate change and vaccination. Course activities will consist of regular reading, some online research, reflective journaling at home, and engaging in conversation during class. This course is designed to target upper-level students in environmental majors and pre-health studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 3194 Environment and Empire

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the

science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L82 EnSt 320 Pathfinder: Environmental Modernism

As committed environmentalists, one of our greatest fears is that not enough people take climate change seriously. To ward off that fear, we assess the state of the world in the most dramatically pessimistic ways to indicate the seriousness of our situation and our personal commitment to "environmentalism." Highlighting (much less admiring) human progress in areas where solid evidence of its flourishing exists, seems blasphemous, dismissive of evident, copious human suffering and natural systems abuse. However, the absence of acknowledging human progress reinforces social fear and a sense of danger. The resulting panic leads to a preferencing of solutions which appear "in harmony with nature," limiting our understanding and trust of viable alternative solutions using our best social, economic and technological powers. As antidote to this cycle, in this course we will explore the precepts of environmental modernism, the reconciliation of environmental preservation with human development.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L82 EnSt 323 Biogeochemistry

Basic concepts of how elements cycle among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models, and changes in biogeochemical cycles over Earth history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences. Prerequisite: EPS 202 or EECE 101.

Same as L19 EPSc 323

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 346 Environmental Justice

Environmental quality varies widely across race, class, gender and other forms of social difference. This course explores how and why these differences exist. It provides an overview of the history and foundations of the environmental justice movement in the United States while covering classic environmental justice issues, such as toxic waste and pollution, along with more recent issues, such as food access, urban green space, transportation and climate change. Environmental justice concerns in St. Louis are featured as part of the course. Class time will be devoted to lectures, case studies, group activities and discussions. Student learning will be assessed through exams, reflection, online assignments, a policy brief on an environmental justice issue and a group presentation.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L82 EnSt 347 Sustainable Cities

Urbanization is one of the most significant forces shaping today's environment. More than half of the world's population now lives in urban, rather than rural, areas. This migration has profound consequences for people and the planet, connecting a sustainable future to the developments in cities around the world. Many cities are already advancing sustainable policies and practices in all areas of urban systems and services - green infrastructure, renewable energy, waste management and climate mitigation. This course explores the impact of the rise of cities in an interconnected world and the efforts to sustainably address environmental issues in urban settings. This course pays particular attention to the role of planning, politics and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issue in a city of the student's choice.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 350W Writing Skills for Environmental Professionals

This course is for students interested in climate change, sustainability, and the environment. Who are you writing for? Why are you writing? What format makes sense? These are key questions we will ask in this course as we discuss intentionally building effective written communications. Students will explore building blocks of written communication -- such as audience, purpose, format, and angle of vision -- as they examine current relevant publications, such as the National Climate Assessment or an IPCC report. Readings are intended to highlight these building blocks, and students will engage with them through workshops and reflective writing. Major assignments include a proposal letter of intent and a proposal. For the proposal, students will select a climate-related topic of interest and, using their building blocks, create an effectively constructed proposal to persuade an imaginary foundation to support their idea. Preference given to majors in Environmental Analysis.
Credit 3 units. A&S IQ: NSM, WI BU: SCI

L82 EnSt 357 Multiparty Environmental Decision Making

This course aims to provide students with the opportunity to develop and apply problem-solving skills in the context of environmental challenges. Students will learn basic frameworks of decision-making through readings and role-play. Through the role-play, students will grapple with the perspectives of multiple stakeholders, the interplay of science and policy, and the ambiguity and uncertainty inherent in decision-making processes.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 361 Culture and Environment

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.
Same as L48 Anthro 361
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L82 EnSt 3615 Environmental Anthropology

This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The

course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.

Same as L48 Anthro 3615

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L82 EnSt 364 Field Methods for Environmental Science

This course provides a broad survey of practical and applied methods for environmental field work for site assessments, ecological studies, conservation land management, habitat monitoring, and ecological restoration. A primary focus will be sources and techniques for obtaining and interpreting field data across a range of abiotic, organismal and system/community parameters, with emphasis on hands-on field experience providing students with direct knowledge highlighting the advantages and limitations of various methods. In the process, students will learn about multiple taxonomic and organismal groups and natural community types, and the relationships among these and the physical environment in functional natural systems. Course topics include theory and practice of methods for sampling biotic and abiotic resources, including vegetation, fauna, aquatic systems, stream geomorphology, and soils, as well as using these data for assessments, habitat monitoring, land management decisions, and developing ecological restorations. Students will gain familiarity with responding to issues driving applied environmental science and related fields today, including data quality, sampling design, field techniques, viability and threat analyses, and incorporating field data into multi-scale conservation planning and design work. The course consists of instructor presentations, guest lectures, readings and written response papers, student projects and presentations, classroom discussions, and extensive field exercises and hands-on training. Class logistics: one lecture (1.5 hours) and one lab (5 hours) per week, plus 2-3 all day Saturday field trips (see policy on absences for back-up plan regarding field trips).
Credit 3 units. A&S IQ: NSM BU: SCI

L82 EnSt 365 Applied Conservation Biology

A hands-on introduction to the concepts of conservation biology and applied conservation practice, including designing and implementing conservation projects. Readings, lectures, classroom exercises, and field projects will immerse students in all aspects of conservation in the contemporary landscape, and the tools and techniques needed for successful and sustainable conservation outcomes. Three Saturday field trips required. Prerequisite: A biology/ecology course or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We

cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S UColl: CD

L82 EnSt 375 Urban Ecology

Urban Ecology is a field of study within ecology that focuses on the urban environment as an ecosystem and attempts to understand how humans and nature can better coexist in these highly modified environments. The ultimate goal is to aid efforts for more sustainable cities through better urban planning and practices. It is a multidisciplinary study including topics from ecology, evolution and conservation biology, as well as architecture, economics and business. The class format will include both lectures and discussions.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial questions that interest you, your mentor, or your employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 381 Introduction to Ecology

This course explores the central theories and principles in ecology and evolution and the use of these principles to study and predict human-induced environmental changes. It emphasizes understanding species interactions and population dynamics in biological communities as well as the relationships between communities and their environment. It regularly touches on applications of these principles, such as ecological responses to global climate change, consequences of habitat fragmentation, disease ecology, and conservation medicine.

Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology, and these are also emphasized throughout the course. Class meetings will include lectures, class activities, computer simulation labs, and smaller group discussions to familiarize students with peer-reviewed journals, scientific writing, and current issues in ecology. Assignments include regular homework reading, occasional problem sets, participation in tutorials/discussions, and a small term paper. Prerequisite: Biol 2970 or Biol 2950, or permission of instructor.

Same as L41 Biol 381

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 390 Independent Study

Independent study for undergraduates, supervised by a faculty member. Prerequisite: permission of instructor.

Credit variable, maximum 6 units.

L82 EnSt 390 Science for Agriculture and Environmental Policy

Government policies at the local, state, and national levels determine and regulate activities that range from local farmers markets to U.S. membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This course focuses on the biological science behind policies for climate change and agricultural practice as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new U.S. President and the elevation of the President's science advisor to Cabinet level. This course is divided into three parts. First, we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion, and write a term paper on the foundational biological science. The goals of this course are as follows: (1) to develop an understanding of how science is used to develop policy by examining case studies presented by experts; and (2) to critique a proposed science-based policy either at the state or federal level.

Same as L41 Biol 3900

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 391 Directed Research in Environmental Studies

Research activities or project in environmental studies done under the direction of an instructor in the program. Permission of an instructor and the chair of the program is required.

Credit variable, maximum 6 units.

L82 EnSt 392 Directed Fieldwork in Environmental Studies

Fieldwork carried out under the direction or supervision of an instructor in the Program. Permission of an instructor and of the chair of the program is required.

Credit variable, maximum 6 units.

L82 EnSt 405 Sustainability Exchange: Community and University Practicums

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients developed with and guided by faculty advisors from across the University. Teams deliver to their clients an end-product that explores "wicked" problems requiring innovative methods and solutions. Past projects have included investigating soil impacts of de-icing practices on campus, collecting data on inequitable trash collection in neighborhoods, working with St. Louis City's building division to make buildings more energy efficient, developing an understanding of how buildings impact birds on campus, and analyzing the performance and viability of sustainable investments. Upcoming projects are still being finalized and may include mitigating plastic pollution in the Mississippi, creating and publishing an illustrated book on the social, cultural, and ecological importance of Forest Park, and assisting with the planning and development of a rain-scaping proposal for a St. Louis City neighborhood. Team-based projects are complemented by seminars that explore problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering, and science, as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors. Same as I50 INTER D 405

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC EN: S

L82 EnSt 406 Urban Ecosystem Principles Integration

In today's world, your discipline has grand challenges whose solutions often lay in other realms. How will you train yourself to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "Advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment," and bring together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work and engineering, drawing from inside and outside the Washington University community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields provides lectures, readings and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (nonhuman) systems and the range of sociopolitical processes entailed with their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago and others. This course builds upon a 1-unit fall seminar (not a prerequisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems, and apply those concepts in multidisciplinary project applications. Projects leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multidisciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students present their work in a public forum at semester's end. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

Same as I50 INTER D 406

Credit 3 units. A&S IQ: SSC Arch: SSP EN: S

L82 EnSt 407 RESET - Renewable Energy Policy, Engineering and Business

RESET will provide students with an in-depth understanding of the policy, engineering, and business factors that are shaping the growing renewable energy industry as well as the opportunities and challenges in the decades ahead for decarbonizing the electric grid. From 2015 to 2017, the number of U.S. states producing grid electricity from 20% or more renewable energy sources (excluding hydropower) increased from seven to eleven. The IPCC's Fall 2018 Special Report on 1.5 degrees of warming concluded that approximately 45% reductions in global emissions will be required by 2030 to limit warming to 1.5 degrees Celsius. With this new science-based target in mind, how quickly can the United States and the world accelerate the transition to renewable energy? What technical problems will need to be addressed? What is the current and future role of policy? What are the economic implications? RESET is an interdisciplinary course comprised of classroom lectures from faculty and industry professionals; group discussions; field trips to solar, wind, and fossil fuel power plants; and a final applied team-based project to propose a new major solar photovoltaic project. RESET is structured to provide students with an understanding of the large-scale issues influencing renewable energy deployment as well as the real-world factors that are necessary for designing, financing, and building new wind and solar projects.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 408 Earth's Atmosphere & Global Climate

Topics include the structure and dynamics of Earth's atmosphere, basic factors controlling the global climate of Earth, quantitative aspects of remote sensing of the atmosphere, and remote sensing instrumentation. Prerequisites: Math 233 and Phys 191, or permission of instructor.

Same as L19 EPSc 408

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 413 Introduction to Soil Science

Topics include physical, chemical, and biological processes that occur within soil systems; types of soils and their formation; major components of soil, including soil water, minerals, organic matter, and organisms; soils in wetlands and arid regions; mapping of soils and their spatial variability; cycling of nutrients and contaminants in soils; and sustainable use of soils and their role in climate change. Prerequisites: EPS 201, EPS 323 or Chem 106 (or AP Chem score of 4); or permission of instructor. Same as L19 EPSc 413

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 415W Writing Home: Creating Cultural Guides for Environmental Site Workers

Each of you comes from a different cultural landscape, each with its own demographic, racial, religious, linguistic, economic profile, with endless other attributes meaningful to your community, an awareness of which is integral to its sense of being respected by outsiders. A unique natural landscape contains your community and what lies within it binds your community together. All of your home communities have a different sense of what kind of landscape constitutes safety and health. Whatever your cultural landscape, sharing the unique nature of your community with global citizen experts is integral

to the success of applied environmental solutions to climate change. Towards the attainment of that success, join this guided, writing intensive class to identify and reflect upon the cultural attributes that constitute your community, and how those are reflected in its landscape requirements. Identify, assess, and prioritize those sensitivities deemed most important by you for others to understand. By semester's end, write a cultural guide for environmental site workers, leading them to a better awareness of how best to help and move through your world. Revisions and resubmission of writing work will be emphasized, as well as camaraderie and mutual interest in each other's landscapes.

Credit 3 units. A&S IQ: HUM, WI BU: ETH

L82 EnSt 419 Community Ecology

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities, with an emphasis on theoretical, statistical and experimental approaches. Topics include ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs); species coexistence; and environmental change. The class format includes lectures, discussions, and computer labs focused on the analysis, modeling, and presentation of ecological data using the statistical program R. Prerequisite: Bio 2970, Bio 381 (recommended), or permission of instructor.

Same as L41 Biol 419

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 4193 Experimental Ecology Laboratory

The goal of this course is to provide skills in the design, interpretation, and written presentation of ecological and evolutionary experiments, with emphasis on sampling methodology, hypothesis testing, and data analysis. A key objective of this course is to familiarize students with the importance of statistics and experimental design as unified tool, rather than two separate processes. We will practice how to abstract theories, hypotheses, and predictions, mathematically; how to contrast them with data; and how to interpret the results. The course does not seek to be exhaustive of all experimental designs or statistical techniques, nor intensive in any given one. Rather, its focus is on providing the tools and concepts for the critical evaluation, choice, interpretation, and further independent learning of the experimental and statistical tools needed for research. Practical analysis of data will be taught in program R, but no prior knowledge is required. During the course, students will plan and execute their own ecological studies, within the limitations of the current pandemic. This is a writing-intensive course, and grades are based on written assignments, including final projects and in-class participation. This course fulfills the upper-level laboratory requirement for the biology major. Prerequisites: Permission of instructor and at least one of the following: Biol 3501, Biol 372, Biol 381, Biol 419, or Biol 472. Enrollment is limited to 10 students.

Same as L41 Biol 4193

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L82 EnSt 426 Topics in American Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: L32 101B.

Same as L32 Pol Sci 426

Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

L82 EnSt 428 Hydrology

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems. Prerequisite: EPSc 353; or permission of instructor.

Same as L19 EPSc 428

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 432 Environmental Mineralogy

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources. Prerequisite: EPSc 352 or permission of instructor.

Same as L19 EPSc 430

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 444 Environmental Geochemistry

This course is an introduction to the geochemistry of natural waters and the processes that alter their composition. Topics include key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface, and ground water environments; acids and bases; mineral solubility; carbonate chemistry; chemical speciation; redox reactions; adsorption and ion exchange; and the speciation, mobility, and toxicity of metals. Prerequisites: EPSc 201 and Chem 106 (or AP Chem score of 4), or permission of instructor.

Same as L19 EPSc 444

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 451 Environmental Policy

This course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L82 EnSt 452 International Climate Negotiation Seminar

This variable credit course (all students will register for 3 credits) is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of

Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science and technology as they identify and analyze policy decisions across the international climate regime. The COP 27 meeting will be held in Sharm el-Sheikh, Egypt, from November 7-18, 2022. The Subsidiary Body meetings will be in Bonn, Germany, in spring of 2023 and are generally held in late May or early June. The number of students who can attend meetings is limited by the United Nations. We will do our best to have course participants attend either the COP or Subsidiary Body meetings. Students attend one week. Enrollment is limited. Indicate your interest by placing yourself on the waitlist (registering for 3 credits) and completing an application. All students will be placed on the waitlist upon registration and students will be selected to enroll from the waitlist after all the applications are reviewed. The application will be open in early March and will be available on the Climate Change Program website at www.climatechange.wustl.edu. Application review will begin April 22, and enrollment decisions will be made by May 2. Participation in the course is possible without traveling to the meetings. The cost of meeting attendance is partially covered by the Climate Change Program, and need-based support is available. More information on cost is included on the application page. Prerequisite: Junior standing. The course is currently scheduled for Wednesdays from 4:00-6:50. Contact the instructor with questions at martin@wustl.edu. Credit variable, maximum 6 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L82 EnSt 461 Intro to Environmental Law

Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L82 EnSt 481 Advanced GIS

This course is designed to move beyond tools and skills learned in Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help students master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software (e.g., Network Analyst extension), resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments and projects. As the semester develops, students will gain a variety of new tools and techniques that will allow them to complete a final independent project that integrates the material learned during the course. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L82 EnSt 492 Environmental Studies Fourth-Year Reflection Seminar

Over the course of their time at Washington University, students will have taken a depth and breadth of course work toward their major in Environmental Analysis. This major course work has likely been supplemented by course work in other departments and programs of study. The purpose of this course is for students to reflect on and synthesize their learning from across these years and to make connections among things they have learned and experienced in other arenas of their lives. The purpose of this is to create a written narrative portfolio that synthesizes, integrates, and reflects on learning across courses and experience in the major. Reflection will occur through personal writing and discussion with peers in the course as students build their portfolios over the course of the semester. Credit 1 unit.

L82 EnSt 498 Senior Honors Research

Independent research for undergraduate honors, to be supervised by a faculty member. Prerequisites: senior standing, eligibility for honors, and permission of instructor. Credit 3 units.

L82 EnSt 4980 Undergraduate Research Seminar

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely, but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their projects in class. Prerequisite: senior standing or permission of instructor.

Same as L19 EPSc 498

Credit 3 units. A&S IQ: NSM, WI Art: NSM

L82 EnSt 499 Senior Honors

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites, senior standing, eligibility for Honors, and permission of instructor.

Credit 3 units.

Film and Media Studies

During the 21st century, as our national and global cultures become increasingly dominated by the visual in ubiquitous modes of technology-based communication, the need to become critical viewers — knowledgeable in the history of the most popular art forms of our time and possessing the analytical skills to understand and interpret mass media — is acute.

To address this need, the major in Film and Media Studies requires the rigorous study of history and aesthetics so that students come to understand the creative force of moving image texts, whether digital, electronic or filmic. Courses examine the place of these texts in culture and how their production of meaning relates to industrial and business practices as well as to other artistic endeavors. By complementing the critical studies undergraduate curriculum in Film and Media Studies, courses in production and screenwriting provide — through

acts of creation and collaboration — an understanding of the aesthetic and ethical choices that artists confront when working with moving image-based media. Such practical experience integrates theoretical and historical awareness to further enhance students' understanding of the ways in which visual culture makes meaning with established and emergent technologies in contemporary society. This major will benefit any student interested in gaining an intellectual perspective on the relationship between art and technology, culture and industry, and history and theory. This major trains students in rigorous analytical thinking and provides them with research skills and historical knowledge that will assist them in becoming effective participants in the mediated culture of the 21st century.

The program of Film and Media Studies' academic mission is focused on the intellectual and professional development of students, but our faculty regard educating the larger Washington University and St. Louis communities about our field of study to be another important element of our work. To that end, we are committed to sponsoring events — including film festivals, academic lectures and symposia — that further the discussion of and intellectual engagement with all forms of moving image media.

Contact: Pat Hinton
Phone: 314-935-4056
Email: fms@wustl.edu
Website: <https://fms.wustl.edu/>

Faculty

Director

Ian Bogost (<https://fms.wustl.edu/people/ian-bogost/>)
PhD, University of California, Los Angeles

Endowed Professor

Gaylyn Studlar (<https://fms.wustl.edu/people/gaylyn-studlar/>)
David May Distinguished Professor in the Humanities
PhD, University of Southern California

Associate Professors

Colin Burnett (<https://fms.wustl.edu/people/colin-burnett/>)
PhD, University of Wisconsin-Madison

Diane Wei Lewis (<https://fms.wustl.edu/people/diane-wei-lewis/>)
PhD, University of Chicago

Assistant Professors

Jianqing Chen (<https://fms.wustl.edu/people/jianqing-chen/>)
PhD, University of California, Berkeley

Reem Hilu (<https://fms.wustl.edu/people/reem-hilu/>)
PhD, Northwestern University

Raven Maragh-Lloyd (<https://fms.wustl.edu/people/raven-maragh-lloyd/>)
PhD, University of Iowa

John Powers (<https://fms.wustl.edu/people/john-powers/>)
PhD, University of Wisconsin-Madison

Senior Lecturer

Richard Chapman (<https://fms.wustl.edu/people/richard-chapman/>)

Lecturer

Brendan Leahy (<https://fms.wustl.edu/people/brendan-leahy/>)
MFA, Minneapolis College of Art and Design

Emeritus Professor

William Paul
PhD, Columbia University

Majors

The Major in Film and Media Studies

Total units required: 30

Required courses:

Code	Title	Units
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
or Film 352	Introduction to Screenwriting	
Film 330	History of American Cinema	3
Film 340	History of World Cinema	3
Film 350	History of Electronic Media	3
Film 420	Film Theory	3
Total Units		18

Elective courses:

In addition to these required courses, students must take 12 credits in advanced electives (300 level or higher). All students must take one 3-credit elective that focuses on a national cinema other than that of the United States. In addition, all students must take one 3-credit critical studies elective at the 400 level or above. A 400-level elective in a national cinema may satisfy both of these elective requirements, but a total of 12 units in electives is still required. Electives in critical studies may be drawn from courses on individual directors, specific genres, limited historical periods, individual crafts (e.g., acting) and so on. Students with an interest in production may count two production and/or screenwriting courses toward the major within these 12 elective units.

Concentration in Film and Media Production

Total units required: 36

The concentration in film and media production provides majors in Film and Media Studies with the opportunity to enhance their skills in and knowledge of various forms of moving image media creative production. A student concentrator in film and media production must complete both Film 225 Making Movies and Film 352 Introduction to Screenwriting as core production classes in addition to the same 15 units of core critical studies course work required of regular Film and Media Studies majors, thus making for 21 credit units in the concentration's required core. The student would also complete 15 credit units of electives consisting of the following:

1. One 3-credit critical studies course in a national or regional (non-U.S.) cinema at the 300 or 400 level (required of all majors)
2. One 3-credit critical studies course at the 400 level (screenwriting or production does not count toward this requirement)
3. 9 units total credit or three 3-credit electives in digital or film production or screenwriting (3 credits may be for courses at the 200 level or above; 6 credits must be for courses at the 300 level or above)

Courses taken in overseas study are eligible to be used to satisfy the C category for up to a total of 6 credit unit with permission of the Film and Media Studies overseas advisor. Courses offered by another academic department or school at Washington University may be accepted in the C category for up to 6 credit units with the prior permission of the student's Film and Media Studies advisor. A minimum of C- must be earned for any course to count toward the 36 credit units required for the film and media production concentration.

Additional Information

Senior Honors (Film 499) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative grade-point average of 3.65, and be approved by a faculty committee.

Minors

The Minor in Film and Media Studies

Total units required: 15

Required courses:

Code	Title	Units
Film 220	Introduction to Film Studies	3
Film 330	History of American Cinema	3
Film 340	History of World Cinema	3
Film 350	History of Electronic Media	3
Total Units		12

Elective courses:

In addition to the required courses, students must also take a 3-credit advanced elective course (300 level or above) to complete the minor.

The Minor in Global Film and Media Studies

Total units required: 15

Required courses:

Code	Title	Units
Film 220	Introduction to Film Studies (offered every fall)	3
Film 340	History of World Cinema (offered every fall)	3
Total Units		6

Elective courses:

- A. Two courses (3 credits each) at the 300 or 400 level dealing with national or regional cinemas, such as the following:

Code	Title	Units
Film 320	British Cinema: A History	3
Film 3211	Contemporary Chinese Popular Culture	3
Film 323	The Cinema of Eastern Europe in the Cold War Era	3
Film 325	French Film Culture	3
Film 328	History of German Cinema	3
Film 329	Italian Neorealism	3
Film 349	Media Cultures	3
Film 376	French New Wave	3
Film 4300	Topics in Chinese Media Culture: Charting Identity in the Digital Age	3
Film 431	Renegades and Radicals: The Japanese New Wave	3
Film 443	Memory, Tears and Longing: East Asian Melodrama Film	3
Film 444	Topics in Chinese Language Cinema	3
Film 479	(In)Visible Media: Connection and Crisis in Contemporary Japan	3

B. One course (3 credits) at the 300 level or higher that analyzes film or moving image media from different countries or parts of the world. Options in this category include the following:

Code	Title	Units
Film 319	Documentary Film and Media	3
Film 341	Transnational Cinema(s): Film Flows in a Changing World	3
Film 342	Introduction to Video Game Studies	3
Film 366	Women and Film	3
Film 368	Contemporary Women Directors	3
Film 371	Making War	3
Film 419	Theories of Mass Media	3
Film 423	Histories of Media Convergence	3
Film 432	Global Art Cinema	3
Film 443	Memory, Tears and Longing: East Asian Melodrama Film	3
Film 465	Theory and Practice of Experimental Film	3
Film 475	Screening the Holocaust	3
Film 478	Topics in Transmedia Franchises	3
Film 485	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3
Film 507	The 007 Saga: James Bond and The Modern Media Franchise	3

Note: With the permission of the director of undergraduate studies, one course (3 credits) on media/film taken in another department or program at the 300 or 400 level may count toward the global media studies minor. Students should consult with their Film and Media Studies advisor or the Film and Media Studies director of undergraduate studies before enrolling in a course offered outside of the program that they hope to count toward this minor.

Additional Information

Elective courses change every academic year, so please visit the Program in Film and Media Studies website (<https://fms.wustl.edu/>) for current course listings.

Internships and independent study do not count toward any Film and Media Studies minor.

Courses

Visit online course listings to view semester offerings for L53 Film (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L53&crslvl=1:4>).

L53 Film 110 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-imaginative Media

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course attempts to chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screenings. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L53 Film 112 First-Year Seminar: Race and Ethnicity in American Cinema

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class looks at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multiculturalism as a central factor in the stories told and the telling of stories on the American screen. Students use film texts to develop a critical understanding of one of the most important issues in American history. Required screenings.

Credit 3 units. A&S: FYS A&S IQ: HUM, SD Art: HUM BU: BA EN: H

L53 Film 114 First-Year Seminar: Superhero Media

This course will examine the superhero as American myth and media industry commodity. We will consider historical, cultural, and industrial aspects of the superhero genre across comic books, films, television series, and video games. Focusing on multiple media allows us to examine an array of medium-specific and cross-media issues (e.g., how criticism of superhero films as "not cinema" reflects a legacy of comics being perceived as juvenile). Our study will encompass a number of critical frameworks, including myth, adaptation, gender, race, and transmedia storytelling. Each course unit will focus on how different media have presented one or more superhero franchises (e.g., Superman, Batman, Black Panther, Captain Marvel, Watchmen). Required screenings. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L53 Film 115 First-Year Seminar:

This course explores the complex relationship between moving images and ideas of the real in both movies and television. It explores theories of representation, surveillance, authenticity, truth and realism in this context. From the earliest "actuality" films to the recent phenomenon of reality television programming, it asks if screen images capture what is "really" happening in front of the camera or if conventions of representation, genre and narrative mediate the reality of these images. More significantly, it inquires into why such questions matter. At issue is the role that moving images on both the big and the small screen have in our understanding of the world as it is and ourselves as we experience it.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: HUM EN: S

L53 Film 116 First-Year Seminar: Cult TV: Critical Approaches to Fans and Fictions

What do such disparate television series as *Dr. Who*, *Star Trek*, *The Avengers*, *Monty Python's Flying Circus*, *The X-Files*, *Buffy the Vampire Slayer*, *Xena: Warrior Princess* and *Sealab 2021* have in common? They all attract loyal audiences, stimulate "subcultural" sensibilities, lend themselves to "textual poaching," and thus qualify as examples of "Cult TV," a term that has become increasingly salient within critical studies of the medium. In this course we explore the subject of cult television from a variety of social, cultural and thematic perspectives, so that by the end of the semester students have gained a deeper understanding of its historical importance as a barometer of both popular and oppositional tastes. We examine how these and other examples of genre-based network and cable programming complicate distinctions between lowbrow and highbrow tastes while sustaining worldwide "interpretative communities" years after their original air dates. Students also examine the importance of syndication, home video technologies, ancillary markets, publishing and the internet in the construction of fan cultures. Required screenings.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

L53 Film 117 First-Year Seminar: Asians in American Film

This course surveys the history of Asian representations in American cinema from the silent period to the contemporary era. Throughout the semester we focus on images of Chinese, Japanese, Koreans, Filipinos and Vietnamese that have become most ingrained in American popular culture over the past century, from Fu Manchu and Madame Butterfly stereotypes popular during the classical studio era to more recent reconfigurations of racialized imagery in Jackie Chan and Jet Li films. We also examine selected works by Asian-American independent writer-directors; films and videos such as *Chan is Missing*, *History and Memory*, and *Better Luck Tomorrow* that challenge the stereotypes and normative tropes of "Orientalism" still permeating mainstream media. Students are asked to frame textual analyses of key films (such as *The Cheat*, *Daughter of Shanghai*, *Battle Hymn*, *Flower Drum Song*, and *Enter the Dragon*) within various political, social, cultural and industrial contexts (e.g., anti-Asiatic immigration and labor policies; U.S. foreign policies; the practice of "yellowface"; censorship codes; wars in East and Southeast Asia; anti-miscegenation laws; grassroots campaigns to stem the tide of stereotypes and hate-crimes; etc.).

Credit 3 units. A&S: FYS BU: HUM, IS EN: H

L53 Film 118 First-Year Seminar: Mr. Kiss Kiss Bang Bang: James Bond in Film, Literature and Popular Culture

Originally a character in Cold War spy literature, James Bond has emerged as an international pop culture phenomenon. In this course, we explore the evolution of James Bond from Ian Fleming to the "spy" parodies in international cinema. We read several of Fleming's novels and short stories, including *Casino Royale* (1953), *Octopussy* (1966) and *The Property of a Lady* (1967), and discuss these texts in light of post-war spy literature. We screen numerous Bond films, and compare and contrast James Bond the literary and cinematic character, how Bond emerged as a franchise hero through the vision of producers Harry Saltzman and Albert "Cubby" Broccoli, and critical aspects of the film franchise, including its storytelling roots in Hollywood serials, its use of gadgets and special effects, and the role of stardom in their marketing (Sean Connery, Ursula Andress, Roger Moore, Madonna, Pierce Brosnan and Daniel Craig). Finally, we explore the re-envisioning of Bond in various

media and art forms in global popular culture, including music, DC and Marvel Comics, games, children's television and in Asian cinema (Stephen Chow's 1994 *From Beijing with Love*). Required screenings.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 119 First-Year Seminar: Anime as Popular Culture

In the contemporary media landscape, film, television, games, publishing, and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan "cool" and its avid consumer cultures cover: animation aesthetics and technology; media convergence; anime fan cultures; science-fiction and remaking the body, history, and identity through global media. No prerequisites. Enrollment limited to 15 college freshmen. In addition to class meetings, there is a mandatory weekly scheduled screening.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 120 First-Year Seminar: Horror Across Media

In spite of -- and because of -- its propensity for terrifying readers and viewers, horror has proven to be one of the most resilient and popular genres across all forms of media. Why are audiences attracted to a genre that causes fear, revulsion, and distress? This course will consider the cultural, philosophical, and generic dimensions of horror and explore how it operates across an array of media platforms: film, literature, television, comics, and video games. We will read two literary masters of the genre, H.P. Lovecraft and Stephen King, and we will screen some of the most successful horror films of the last 50 years. We will also study horror through a variety of critical frameworks, including gender, stardom, special effects, transnationality, adaptation, transmedia storytelling, and interactivity. The course will culminate in two extended case studies. In the first, we will compare and contrast literary, filmic, and televisual adaptations of "The Shining." In the second, we will consider "The Walking Dead" as a franchise that spreads its narrative across comics, multiple television programs, and video games. Required screenings. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 121 First-Year Seminar: Youth Culture and Visual Media

Since the advent of cinema through the recent development of online social networking, visual media in the United States and around the world have been identified with a market of youthful consumers and producers. This course looks at the development of youth culture in the United States and its unique relationship to visual media, including film, television, comic books, video games and the internet, in the 20th and 21st centuries. We examine youth culture as a social phenomenon generated by the young, a means of representing the experience of being youthful, and as part of the ongoing debates over the effects of media on the young. As alternately mass culture, popular

culture, counter culture and participatory culture, youth culture holds a privileged place in the history of American visual media and continues to influence production and innovation within the media marketplace.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H

L53 Film 200 Special Projects

This course is intended for freshmen and sophomores who wish to register for internships. Students must receive program approval prior to beginning the internship. Please consult the program guidelines governing internships.

Credit variable, maximum 3 units.

L53 Film 220 Introduction to Film Studies

How do film images create meaning? What are the tools the film artist uses to create images? This course introduces students to basic techniques of film production and formal methodologies for analyzing film art. Students learn the essential components of film language — staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses — to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in film and media studies. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 225 Making Movies

This course introduces the core concepts and skills for producing dramatic narrative film and video, building on the Hollywood paradigm. No previous technical experience is required, but students should have taken or be concurrently enrolled in Film 220. This course teaches students how films are put together to tell stories, negotiating between the possibilities of cinematic language and the practicalities of working with machines and other people. In order to develop an understanding of filmic narration, students learn the basics of camera operation, lighting, digital video editing, sound design and recording, casting and directing actors, visual composition and art direction, and production planning and organization. These concepts are put into practice through a series of exercises culminating in a creative, narrative short digital video. This course fulfills the prerequisite for 300- and 400-level video and film production courses in Film and Media Studies and the production requirement in the FMS major. Admission by wait-list only. Prerequisite: Film 220.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 305 Music and Masculinity in the Movies of Martin Scorsese

This course considers the work of American filmmaker Martin Scorsese, with close attention to (1) how Scorsese uses music (and sound) to construct intense cinematic worlds and (2) how his film characters and plots represent various sorts of white American men. The consistent collision between Scorsese's interest in music as a driver of film style and content and his penchant for male-centered, frequently violent narratives makes him an ideal central figure for our study of white American masculinities at the movies over the last five decades. Films to be studied include *Mean Streets*, *Taxi Driver*, *Raging Bull*, *Goodfellas*, *Cape Fear*, *The Departed*, *Shutter Island*, and *The Wolf of Wall Street*. Required screenings.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 310 Video Production

An advanced course exploring the creative and technical aspects of video production. Students sharpen their knowledge of cameras, directing, lighting, sound recording, nonlinear systems and narrative structures. In addition to acquiring a theoretical understanding of the production process, students gain practical experience by producing, outside of class time, a short project reflecting their visual and conceptual maturity. Prerequisite: Film 230 Moving Images and Sound or permission of the instructor.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L53 Film 311 Documentary Production

In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop and cinema vérité, this course offers students the opportunity to produce a short documentary piece on the topic of their choosing. Aesthetic and ethical issues are explored by considering the overall methodology in terms of subjectivity, content, structure and the possible usage of music and/or voice-over. For the sake of completing the project in time, it is recommended that students be familiar with the subject matter of their investigation before taking the course. Prerequisite: Film 230 Moving Images and Sound or permission of the instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 319 Documentary Film and Media

From movie screens to cell phones, moving images that "document" life have never been more ubiquitous. What do these images tell us about the relationship between representation and reality? How have film and media makers used moving images to represent major cultural, political, and social upheavals as well as communicated an understanding of everyday life? To answer these questions, this course will survey the rich, vibrant legacy of documentary filmmaking as well as demonstrate its ongoing artistic and cultural relevance to newer media. We will examine key modes of documentary film while contextualizing the historical development of these forms within aesthetic, industrial, and political factors. We will also consider ethical issues in filmic representation, especially in relation to the ethnographic tradition. In addition to studying the work of documentary pioneers, we will explore contemporary activist documentaries, as well as new industrial developments such as the serialized online documentary. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L53 Film 320 British Cinema: A History

British cinema has gotten a bad rap. French film director François Truffaut once declared that cinema and Britain were incompatible terms since "the English countryside, the subdued way of life, the stolid routine-are anti-dramatic. . . [even] the weather itself is anti-cinematic." Yet British films proudly rank among some of the most acclaimed and beloved in film history: *Monty Python and the Holy Grail*, *A Hard Day's Night*, *Lawrence of Arabia*, *The Third Man*, *Zulu*, *The Ladykillers*, *A Night to Remember*, *Trainspotting*, *The King's Speech*, and the James Bond franchise. Admittedly, British cinema has had its ups and downs, never quite knowing whether to position itself as a distinctive national cinema or as a rival to Hollywood. This uncertainty has fostered a rich diversity and complexity that this course will emphasize in a survey approach. We will give equal attention to the work of high-profile directors like Alfred

Hitchcock and Michael Powell and to important "genres" in which the British seem to excel — like black comedy, imperialist adventure, "kitchen sink" drama, documentary, and the so-called "heritage" films that paved the way for television's *Downton Abbey*. Required Screenings.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L53 Film 3211 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Same as L04 Chinese 3211

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L53 Film 322 Contemporary East Asian Cinema

This course focuses on films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past three decades. Students examine how the global/local geopolitics specific to the post-Cold War period, the passing of authoritarian regimes, the boom and bust of the Asian economy, and international film festivals have influenced the shaping of New East Asian cinemas across borders. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 323 The Cinema of Eastern Europe in the Cold War Era

This course has two objectives. On the one hand, we watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 324 History of Chinese Cinemas: 1930s-1990s

This course offers an overview of Chinese cinemas, including those of Mainland China, Hong Kong and Taiwan, over the 20th century. We study major trends such as the left-wing filmmaking in the 1930s, the Maoist revolutionary narratives, Taiwanese healthy realism, the New Cinemas of the three regions, and contemporary transnational productions. Major topics include urban modernity, gender formation, national and transnational cinemas within specific historical contexts. All films come with English subtitles. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 325 French Film Culture

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course offers an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the '30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the United States, and the broader appeal of recent hypervisual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course is on French cinema, we also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms are introduced but no prior knowledge of the language is expected. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L53 Film 326 Samurai, Rebels and Bandits: The Japanese Period Film

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 328 History of German Cinema

This course explores the major developments of German cinema throughout the 20th century. More specifically, this course engages with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention is given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings.

Credit 3 units. BU: IS EN: H

L53 Film 329 Italian Neorealism

This course explores the visual language of one of the most influential film movements of the 20th century. We concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of filmmakers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L53 Film 330 History of American Cinema

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course examines both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L53 Film 331 The New Hollywood Cinema

This course examines the history of film culture and the film industry in the United States since the end of the classical Hollywood studio system. It pays special attention to the period of auteur-centered filmmaking in the 1970s. During this time, the end of the production code, the financial crisis of the industry, the unparalleled influence of European New Wave and Art films, and the introduction of the first generation of film school graduates (the so-called "movie brats") all combined amidst the tumultuous cultural politics of such movements as the counterculture, civil rights and second-wave feminism to form a film-historical moment often called the Hollywood Renaissance. This brief period was soon followed by a newly reinvigorated Hollywood industry focused on the high-concept blockbuster. Such rapid transformations in the practice and nature of American film not only continue to influence commercial filmmaking today but also continue to shape our understanding of the role of authorship, genre and ideology within Hollywood. The course considers films of the New Hollywood in the context of tensions between radicalism and populism, progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L53 Film 333 Making Movies II: Intermediate Narrative Filmmaking

In Making Movies II, students advance their skills in filmmaking through a series of exercises and individual short films culminating in a final narrative project shot in high definition digital video and edited in Adobe CC and Premiere Pro. With faculty guidance, and working in groups, students collaborate in producing a narrative film that is a minimum of 10 minutes in length, following three-act structure and involving elements of motivation, conflict, and resolution. In addition to this structured approach to content, students are encouraged to achieve a unified aesthetic approach to picture and soundtrack that

reinforces/enhances the meaning of their final projects. The course develops student skills through lectures, demonstrations, in-class screening of excerpts and critiques. Topics covered include idea development, preproduction planning, directing actors, composition, lighting, and editing. Students are required to assist other students in their productions and attend all classes. 3 credits. Admission by waitlist only. Prerequisites: Film 220 and Film 225 or Film 230.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 336 Cinema and Ireland

Like many other Anglophone and Francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing "imperial" power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the filmmakers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates — not simply Irish Cinema — it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required screenings.

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L53 Film 337 Retro Game Design

Before they became "retro," games played on platforms of the 1970s and 1980s were just games. But early game-console hardware was designed with very particular ideas of what made a game a game, and under extreme constraints of cost and technical viability. Creators designed for these constraints, and their work then influenced the design of later hardware and software. This is a course about the history, design, and technology of one retro game console, the 1977 Atari Video Computer System (also known as the Atari VCS or the Atari 2600). The first popular home console, the Atari VCS is a truly weird computer: It "boasts" 128 bytes of RAM, no video buffer, and a custom graphics and sound chip designed to interface with then-universal cathode ray tube televisions. Against all odds, creators made fun and successful games within these extreme constraints. Just as an artist benefits from learning the fundamentals of their craft, so a game designer or developer can benefit from returning to these early and crude hardware platforms. In this course, students will learn the technical and creative history of the Atari, and they will also learn the fundamentals of programming its unfamiliar hardware. Students will carry out programming exercises, mostly in the assembly language instructions required to operate this unusual computer. They will then make their own games for the Atari, which will be able to run on the actual, 45-year-old hardware.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM

L53 Film 340 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film-producing nations of Western Europe, this course considers the development of various national cinemas in Europe, Asia and Third World countries. The course seeks to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course considers how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L53 Film 341 Transnational Cinema(s): Film Flows in a Changing World

Across a century of extreme nationalism, Cold War imperialism and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally," focusing on recent theories of modernism, globalization and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We also look at how new technologies of production, distribution and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis are used to complement industrial studies of how transnational flows have come to define contemporary audiovisual media practices. Required screenings. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 342 Introduction to Video Game Studies

This course will introduce students to multiple facets of video games as an art form, as a business, and as a part of American popular culture. The course will begin with a broad establishment of game studies and an investigation of the uniqueness of video games as a medium. Subsequent weeks will introduce different approaches to studying video games — including historical, industrial, technological, cultural, theoretical, and aesthetic — drawn from a variety of sources. Weekly lab sections will provide the opportunity for screenings — including documentaries, news reports, television episodes, web series, and feature films — and video game play. Students will complete a final research project on a video game of their choice and present on their projects in class. Required lab.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

L53 Film 344 Children's Television

How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with

the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: Is children's television possible?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 345 Sexual Politics in Film Noir and Hard-Boiled Literature

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L53 Film 346 From Golden Age to Wasteland: U.S. Television in the 1950s and 1960s

How did television become the dominant news and entertainment medium of the second half of the 20th century? How did the medium come to define itself and American identities in the post-WW II era? In an era where various social movements began to lay claim to the cultural center, why did "mad men" eventually give way to magical women and fantastic families? This course examines the cultural, industrial and aesthetic changes in U.S. television broadcasting during a time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.

Credit 3 units. A&S IQ: HUM EN: H

L53 Film 349 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of

media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA EN: H

L53 Film 350 History of Electronic Media

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention is paid to other national industries, the chief focus of the course is on electronic media in the United States to determine, in part, the transformative role they have played in the cultural life of the nation. The course explores the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 352 Introduction to Screenwriting

Writers explore the various elements, structures and styles used in crafting a motion picture screenplay. They experience this process as they conceive, develop and execute the first act of a feature-length script. Writers create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers are encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class also explores the general elements of theme, genre and voice. A more specific examination of mechanics, the nuts-and-bolts of story construction, plotting, pacing, etc. follows to support the ongoing writing process. In-class exercises aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work is shared and discussed regularly in class. Screening of film scenes and sequences provides students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 353 Writing Episodic Television

This class focuses on all the factors that go into preparing and writing an episode for a network TV series (dramas only). Students begin with a "pitch" (verbally or in short outline form) for an idea for a show currently on a network schedule. Once the "pitch" is accepted, the student then completes a "beat sheet," and ultimately a spec script that can run from 62 to 75 pages. Two drafts of the script are required. During the course of this process, students also learn how to research their narrative premises by contacting legal, medical and law enforcement experts in order to guarantee the accuracy of their scripts. In addition to learning the actual writing process, students are expected to watch several television shows and to read books, scripts and industry trade papers as they pertain to the craft and business of television writing. Finally, students also meet agents,

producers, directors and other television industry professionals in order to gain their insights into the scriptwriting process and to gain a more global view of the steps involved in bringing their ideas to the screen.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 356 Television Culture and Cult TV: Critical Approaches to Fandom

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a "repli-car" of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course engages with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class combines close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney & Lacey* to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators and critics. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Credit 3 units. A&S IQ: HUM Art: HUM BU: BA EN: H

L53 Film 357 Quality Television and the "Primetime Novel"

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as "Quality Television." The class surveys the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course analyzes the textual features that have come to signify narrative complexity and aesthetic sophistication. We examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show* to *Hill Street Blues* and *Cagney & Lacey* to *Northern Exposure* as well as more contemporary broadcast and cable fiction such as *Lost*, *The Wire* and *Mad Men*. In addition, students are expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L53 Film 358 Combat Movie Music and Sound after Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films — action movies with a message for adult audiences — the course examines 35 years of Hollywood representations of World War II, the Vietnam War, the Gulf War and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image are set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker* and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisite: none.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 359 The American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the 1930s, '40s and '50s. Required screenings.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 360 The History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required screenings.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L53 Film 361 Film Sound

Although film critics and theorists tend to think of cinema as a "visual art," this shorthand description of the medium overlooks the importance of film sound in cinematic storytelling. This course is intended to provide a general overview of the way in which film theorists have treated the issue of sound in the cinema. Among the issues addressed in the course are: the contribution sound technology and practice make to film form; the various possible formal relationships between sound and image; the effects of sound technologies on notions of realism and verisimilitude; the importance of sound to particular genres, such as the horror film; and lastly, the role of sound in film

spectatorship. The course also showcases the work of the most important sound stylists in film history, such as Fritz Lang, Orson Welles, Alfred Hitchcock, Robert Altman and David Lynch. Required screenings.

Credit 3 units.

L53 Film 363 Video Post-Production

While post-production of the soundtrack has been around for years, post-production of the "visual track" has increasingly become a major phase in the video and movie-making process. It often allows filmmakers to enhance existing footage with potentially dazzling results. As in all our production courses, we are concerned with developing strong content. The focus is not on special effects per se, but rather on how they may be used to enhance the message. Students find a nonprofit organization of vital importance in need of exposure and produce a Public Service Announcement to be broadcast. Key post-production software such as Commotion, AfterEffects and Motion are explored throughout the semester. Prerequisite: Film 230 Moving Images and Sound or consent of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 3644 "Look Here, Karen": The Politics of Black Digital Resistance to White Femininity

In this course, we will explore the ways in which Black online publics use resistance strategies, such as mimetic imagery and racial humor, to call attention to white femininity and its deployment of the police against African Americans. We will trace the relationship between the police state and white femininity through the historical lens of 'innocence' and protection of the U.S. nation as well as the similarities and differences of Black online publics' responses in relation to past resistance strategies. What does it mean to be a 'typical' Karen in Internet culture? What are the aesthetic boundaries of Karens? And, what do digital platforms afford to Black users who make Karens visible? While paying attention to race, gender and class, this course offers students the skills to be able to collect and analyze online data, such as 'Karen' memes, in order to make critical arguments and observations that are grounded in historical accuracy.

Same as L90 AFAS 3644

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA

L53 Film 366 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L53 Film 368 Contemporary Women Directors

Despite recent media attention to the gender gap in Hollywood, women still account for less than 10% of all directors, and only five women have ever been nominated for the Best Director Oscar. However, these abysmal statistics do not reflect the reality that female directors are producing some of the most innovative and exciting films of the 21st century. This course is intended to provide a general overview of the remarkable contributions of women directors to contemporary cinema

(1990 to present). First, we will turn our attention to women in the commercial industry, examining topics such as female authorship, popular genres, and the gender politics of production cultures in Hollywood. Then, we will survey women directors working outside of the system in documentary, independent, and experimental filmmaking modes. Finally, we will adopt a transnational perspective to investigate the contributions of women directors to world cinema, contextualizing the films of "women cinéastes" from countries such as Hong Kong, Argentina, and Iran in relation to their national cinemas and international film festival networks. In addition, we will discuss the films of women directors in terms of feminist and gender issues and as texts that clarify critical issues in film analysis, interpretation, and criticism. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 370 American Horrors

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestigious literary adaptations such as *Dr. Jekyll and Mr. Hyde*, the horror film began as a low-class genre, a notch above exploitation movies. In the 1970s and 1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers such as George Romero and David Cronenberg. By a chronological survey of the American horror film, this course explores how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course includes analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style is required. Prerequisite: Film 220. Required screenings.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 371 Making War

This course examines the cinematic representation of war. Using World War II as a case study, students examine a series of combat pictures, documentaries and "home front" films from the 1940s to the present. Several key questions guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the semester, students partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the "War on Terror." Films include: *The Boat*, *Saving Private Ryan*, *The Thin Red Line*, *Why We Fight* and *Mrs. Miniver*. Readings include works by Susan Sontag, Kaja Silverman and W.G. Sebald. Required screenings.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L53 Film 376 French New Wave

French cinema from 1958 to 1968 offered La Nouvelle Vague or The New Wave, one of the most innovative, influential and critically discussed movements in film history. The New Wave marked a major turning point in the relationship between film, thought and politics in France, as well as a unique bridge between art cinema and pop culture. Speaking for more than just the youth generation of its own country, it had a major influence on new approaches in subsequent European, American and Asian cinemas. This course offers a detailed look at the social values, artistic motivations and aesthetic experiments embodied in the French New Wave through the films of Jean-Luc Godard, Agnès Varda, François Truffaut, Alain Resnais, Claude Chabrol, Eric Rohmer and others, positioning their work within the larger social, political and cultural environment of this period. As many of these directors collaborated as filmmakers and also were active as film critics and theorists, this class provides a unique insight into the overlapping between visual theory and practice, film and other media, culture and society. Weekly screening required.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L53 Film 379 Expressionism in Theater and Film

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction, and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we will consider its cultural, political, and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Same as L15 Drama 379

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L53 Film 419 Theories of Mass Media

This course explores theories of the mass media with an emphasis on television as well as its convergences with other media and computer technologies. It starts by examining theories that posit the media as instruments of societal maintenance or transformation and then examines the ways in which various theorists have refined or rejected elements of these theories in a quest for both specificity and complexity. In particular, the course examines media and cultural studies' attempts to synthesize critical paradigms ranging from political economy to semiotics to feminism. The course concludes with an examination of the challenges and opportunities posed to theorizations of the mass media by contemporary circumstances such as media conglomeration, niche marketing and microcasting, and global flows of information, capital and people. Required screenings.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L53 Film 420 Film Theory

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical

and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings. Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L53 Film 421 Film Historiography

This course is a seminar on the writing of film history for advanced students. Through an engagement with the historiographical writings of scholars, such as Dominic LaCapra, Hayden White and Michel Foucault, students gain an understanding of various genres of film historical writing, an appreciation for the kinds of research that film historians do, and a familiarity with the ways in which film historians delimit their field of study, form research questions and develop hypotheses. In addition to reading and classroom discussions, students are expected to write a fairly lengthy paper (17 to 20 pages) that involves original historical research and the close examination of trade press, professional journals, fan magazines and news articles. As preparatory assignments leading up to the final project, students also prepare project descriptions, bibliographies and outlines that are shared and discussed in a workshop format.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L53 Film 422 Film Stardom, Performance and Fan Culture

This course focuses the Hollywood star system. We explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We examine the performance element of stardom and its relationship to genre, style and changing film technology. Also of concern is how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis is placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L53 Film 423 Histories of Media Convergence

Entertainment and communications forms combine and blend, and they have done so across millennia. However, the phenomenon of media convergence has taken on a special salience over the last one-and-a-half-centuries, as exemplified by the growing intermixture of film, radio, television, gaming and the internet. In particular, critics, consumers, politicians and producers used convergence as structuring principle in understanding, regulating and planning for the future of media culture. This course engages with contemporary worries and enthusiasms about convergence by considering the specific conditions in which the phenomenon has been understood and practiced. Tracing a historical arc through the 20th century, we first examine convergences of radio and film, film and music publishing, television and film exhibition, and disparate corporate entities as basis for understanding more recent media combinations. Building on that foundation, the majority of the course consists of case studies of media convergence since 1980, considering it in terms of industry, technology, regulation and audiences. These case studies also provide students

with a survey of and inquiry into questions of historiographic theory and method. Note: This course satisfies the history and historiography requirement for the FMS Graduate Certificate. Required screenings.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L53 Film 424 Broadcasting Equality: Radio, Television, and Social Change in Postwar America

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African-American civil rights leaders often worked together to combat intolerance, bigotry and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *New World A-Coming*, *Amos 'n' Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L53 Film 429 Mass Culture and Modern Media: Fantasylands: Cinema, Spectatorship, and the Spatial Imagination

This course provides an introduction to cultural theories that are pertinent to the study of cinema, mass culture, and modernity. Rotating topics will highlight different aspects of cinema's relationship to popular culture, urbanism, modern technology, capitalism, and mass media. Students will encounter key theorists for understanding modern life and subjectivity, such as Marx, Freud, Foucault, Benjamin, and Raymond Williams. In addition, the course introduces core readings in the history and cultural theory of early cinema, which may include work by Miriam Hansen, Anne Friedberg, Tom Gunning, Charles Musser, Giuliana Bruno, Jacqueline Stewart, and others. Topics may include cinema and modernity, cinema and mass culture, cinema and leisure, cinema and urbanism, and cinema and consumer culture.

Credit 3 units. A&S IQ: HUM Art: CPSC BU: HUM EN: H

L53 Film 430 Clown Princes

"Dying is easy, comedy is hard," runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We look at films starring Charles Chaplin, Buster Keaton, Harold

Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carrey and Eddie Murphy. Work for the course requires reading in comic theory and analytical essays. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L53 Film 4300 Topics in Chinese Media Culture: Charting Identity in the Digital Age

In contemporary society, global computational media have come to shape the new form and function of identity. As the users of these digital technologies, we have been conscripted into systems of compulsory identification ranging from fingerprint scanning and biometric facial recognition to big data documenting and calculating our age, gender, race, nationality, and even health conditions and shopping preferences. These technologies of identification promise to measure a truthful and core identity from the surface of a human body for the purposes of authentication, verification, and tracking in service of a mixture of commercial, state, and military interests. One dire consequence of the proliferation of these technologies of identification is the failure to recognize non-normative, minoritarian groups, and thereby replicating or even amplifying racial hierarchies, gender stereotypes, social division, and global inequality. This course asks what identity is and what function identity serves in the contemporary society in East Asia and on a global scale. Recognizing the changing scope of "Asia" as a vital concept and method, students will read extensively contemporary works in Asian Studies, Asian-American Studies, critical race and gender theory, and media theory that deal with the intersection of digital media, race and gender, and global socio-political transformation. Alongside these readings, students will explore contemporary films, artworks, social media events, and online activism in China, Hong Kong, Taiwan, and beyond that reflect the questions of technologized identity and subjectivity. The class will also go back to western philosophies of technology, cybernetics, and media theories to rethink how the universalized prototype of the human (which is a white man) was constructed in scholars' inquiries into mind and body, the self and the other, and the then-new relationship between human and machine. Prerequisites: junior level or above or permission of instructor.

Same as L81 EALC 430

Credit 3 units. A&S IQ: LCD BU: IS

L53 Film 431 Renegades and Radicals: The Japanese New Wave

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio and others. No knowledge of Japanese necessary. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L53 Film 432 Global Art Cinema

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War II combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L53 Film 443 Memory, Tears and Longing: East Asian Melodrama Film

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an effect and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese-, Korean-, and Chinese-language productions with key critical texts in melodrama studies. We see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We examine melodrama's complex ties to modernity, tradition and cultural transformation in East Asia; special emphasis is placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L53 Film 444 Topics in Chinese Language Cinema

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong Kong or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound) or issues (the relationship of film to literature, specific cultural movements or political events). Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L53 Film 450 American Film Genres

By close examination of three or four specific types of film narratives, this course explores how genre has functioned in the Hollywood mode of production. Students gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study are chosen from the Western, the gangster film, the horror movie, the musical, screwball comedy,

science fiction, the family melodrama, the woman's film and others. In addition to film showings, there are readings in genre theory as well as genre analyses of individual films. Required screenings.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L53 Film 451 American Television Genres

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers and creative professionals. Investigating genres ranging from the soap opera to the Western, workplace situation comedies to sports, and game shows to cop shows, this course explores the role of genre in the production, distribution and reception of American television. Students gain a critical understanding of genre theory and key arguments about the form and function of television texts; they develop a set of tools for analysis of televisual narrative and style; the social uses and meanings of genre; the institutional practices and presumptions of the American television industry; and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence and globalization. Required screenings.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L53 Film 452 Advanced Screenwriting

This course is intended for students who already have taken Film 352 Introduction to Screenwriting. Building on past writing experiences, students explore the demands of writing feature-length screenplays, adaptations and experimental forms. Particular attention is paid to the task of rewriting.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L53 Film 453 Experimental Design for Immersive Media

The term "metaverse" (originally coined by novelist Neal Stephenson) has recently come into vogue to describe a loose constellation of emerging technologies related to immersive media—particularly virtual, augmented, and mixed reality. In this course, we will explore new forms of creative practice enabled by this ecosystem. Students will analyze a variety of immersive experiences, ranging from 360 films and animations to interactive room scale experiences to multisensory installations, to understand the creative opportunities and challenges offered by these media. Students will then develop their own creative proposals and prototype an XR experience using a combination of 360 camera systems, digital production software, head-mounted displays, and physical and spatial computing elements.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC

L53 Film 454 American Film Melodrama and the Gothic

American film melodrama has been considered both the genre of suffering protagonists, incredible coincidences and weeping spectators as well as a mode of action, suspense and in-the-nick-of-time rescues. In this course, we examine American film melodrama as a dialectic of sentiment and sensation that draws heavily on Gothic tropes of terror, live burial and haunted internal states. We trace the origins of film melodrama and the cinematic Gothic to their literary antecedents, the horrors of the French Revolution, and classical and sensational stage melodramas of

the 19th century. In addition to the 1940s Gothic woman's film cycle, we excavate the Gothic in the maternal melodrama, the suspense thriller, film noir, domestic melodrama, the slasher film and the supernatural horror film. Required screenings.

Credit 3 units. A&S IQ: HUM EN: H

L53 Film 456 Soundtrack Studies: Music, Voices, Noise

This course considers the interaction of film, sound and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Screened films include Meek's *Cutoff*, *Blow Out*, *Days of Heaven*, *Sous le toits de Paris*, *Love Me Tonight*, *Casablanca*, *Alien*, *Apocalypse Now*, *La cérémonie*, *Le Cercle rouge*, *The Pillow Book*, *The Scent of Green Papaya*, and *The Bourne Ultimatum*. The course is in seminar format. Readings from recent scholarly work on film sound and music inform class discussions of the screened films. Close analysis of how music, sound and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course is the development of specific listening skills that are useful when working in this area. Targeted writing assignments ask students to write about film sound and music from a variety of critical and historical perspectives. Prerequisites: graduate status or completion of Film 360 The History of the Film Score, or AMCS 360 or Music 328 and permission of the instructor. Required screenings.

Credit 3 units. A&S IQ: HUM EN: H

L53 Film 457 Soundtrack Studies: Music, Voices, Noise

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of "liveness" in recorded audiovisual media; aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 458 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course explores the art of film direction. We learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 460 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code — miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction — could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course explores films that challenged taboos, defied censorship and caused outrage, ranging from films in the early 20th century that brought on the first attempts to control film content through to films released under the ratings system, which has exerted subtler forms of control. Required screenings.

Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC EN: H

L53 Film 465 Theory and Practice of Experimental Film

Filmmaker Stan Brakhage famously wrote the following: "Imagine an eye unruly by man-made laws of perspective, an eye unprejudiced by compositional logic, an eye which does not respond to the name of everything but which must know each object encountered in life through an adventure of perception." In this course, we will embark upon our own adventures of perception, examining and producing works of art that challenge our preconceptions of what cinema is or can be. From city symphonies to pop collages, portraiture to handcrafted animation, and ethnography to gender studies, we will explore the multifaceted and transformative avant-garde cinema through the work of its greatest practitioners, contextualize films in relation to aesthetic aspirations (e.g., formalism, opposition, reflexivity, transcendence) and movements in art and

cultural theory (e.g., Dadaism, Abstract Expressionism, Pop, Performance Art, Minimalism), and acquire the digital production skills needed to make our own experimental videos. Each week, we will mix the classic with the contemporary to demonstrate the ongoing vitality of — and make our own contributions to — this often misunderstood cinematic tradition. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 475 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen — its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L53 Film 478 Topics in Transmedia Franchises

This variable topics course for advanced undergraduate and graduate students is an interdisciplinary seminar on transmedia franchises. In particular, it is recommended for those seeking to understand transmedia storytelling as an artistic, industrial, and cultural practice. As such, this course will bring into conversation various methodologies and perspectives, including film and media scholarship as well as other fields of study in the humanities and social sciences. The goal of this interdisciplinary approach is to illuminate how transmedia franchises have developed since the early 20th century to become the dominant product of the American — and, increasingly, global — cultural industries. Foci of this course may include such topics as individual franchises; global transmedia history; the franchise strategies of individual cultural industries (e.g., the Japanese media mix); or representation within franchise texts, production cultures, and fan communities. This course serves as a capstone for Film & Media Studies majors. Weekly or bi-weekly screenings or hands-on media labs are required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L53 Film 479 (In)Visible Media: Connection and Crisis in Contemporary Japan

This variable topics course is an interdisciplinary seminar on film/media designed for advanced undergraduate and graduate students. In particular, it is recommended for those seeking to understand film/media as a lived experience that takes place within cultural frameworks. As such, this course will bring into

conversation various methodologies and perspectives, including film/media scholarship, as well as ones drawn from other fields of study in the humanities, sciences, or social sciences. The goal of this interdisciplinary approach is to illuminate how film/media both elicits and represents human response. The foci of this course may include such topics as violence and film/media, the body and film/media, the cognitive impact of film/media viewing, the relationship of environment to experiencing film/media, or the relationship of culturally specific events or trends to film/media production and reception. This course serves as a capstone for Film & Media Studies majors. Weekly or biweekly screenings or hands-on media labs required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L53 Film 485 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of "Orientalism." Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism and colonialism, we explore artistic practice in European photography, painting and decorative arts from 1850 to recent times and European and Hollywood film. We study how power and desire have been inscribed in Western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert and the mysteries of ancient Egypt. To that end, we look at artists such as Delacroix, Ingres, Gérôme, Beardsley and Matisse and screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Baghdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students study methods of visual analysis in film studies and art history. All students must attend film screenings.

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L53 Film 495 Special Projects

This course is intended for juniors and seniors who wish to register for internships. Students must receive program approval prior to beginning the internship. Please consult the program guidelines governing internships.

Credit variable, maximum 3 units.

L53 Film 499 Study for Honors

This course is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors and be approved by a faculty committee. Please consult the Program guidelines for application deadlines and other requirements.

Credit 3 units.

L53 Film 500 Independent Study

This course is intended for students who wish to pursue areas of study not available within the standard curriculum. In order to enroll for this course, students must have a faculty advisor and submit a contract outlining the work for the course to the Film and Media Studies office. Please consult the Program guidelines governing independent study work. Opportunities for Independent Study are available to all undergraduate and graduate students working toward a degree in Arts and Sciences. Registration in an Independent Study requires sponsorship by a faculty member and approval of the Program

Director. An Independent Study Proposal form can be obtained from the Film and Media Studies Office. All proposals for Film 500 have to be submitted to the FMS main office no later than November 1 for spring semester enrollment and April 1 for Film 500 to be taken in the fall semester. Approval is not automatic. Credit variable, maximum 3 units.

L53 Film 501 Advanced Moving Image Analysis and Criticism

This course will explore the analytical tools that have served as the foundation for cinematic and televisual academic criticism. The variety of texts, visual and aural, that comprise moving image production will be considered with the aim of determining how textual strategies structure perception. The aim of the course is two-fold: to have students develop analytical skills for dealing with film and video texts, but also to see how these have been deployed in a multiplicity of approaches/applications offered by academic film criticism. There will be regular screenings to provide the material for analysis, as well as readings to offer a variety of critical models. REQUIRED SCREENINGS: Thursdays at 7:00 p.m.

Credit 3 units.

L53 Film 505 Travel in Space: Contemporary Cinemas of Taiwan, Hong Kong, and China

The recent phase of intensive urbanization, industrialization, and globalization in Chinese regions has also mobilized multi-directional flows of migrants, tourists, workers and entrepreneurs across geographical boundaries. Moving through space, the voyagers offer changing perspectives to the cinematic mapping of socio-political relationships, histories, and cultures that constitute the identities of places. This course explores contemporary Chinese-language films that imagine trajectories between distant spaces as well as the experiences of "new comers" in "foreign" places. We will examine the current wave of travel films in Taiwan, the representation of drifters in Chinese urban films, as well as the imagination of migration in Hong Kong cinema. We will also explore theories that draw connections between movement, space, and cinema. REQUIRED SCREENINGS: TBA

Credit 3 units.

L53 Film 507 The 007 Saga: James Bond and The Modern Media Franchise

What is a franchise, and what approaches have scholars used to study the franchise as a modern cultural and commercial form? This course explores the phenomenon of the modern media franchise in light of the "007 saga": the stories of James Bond as they have proliferated in various media since the 1950s, including the Ian Fleming novels, television, comics, film, games, and young adult and fan fiction (including slash fiction). The 007 saga presents an opportunity to re-examine available ways of conceiving the franchise, from transmedia storytelling to media mixing, and it emphasizes the importance of scholarly models that can account for a decentralized creative labor. Throughout the history of Bond fiction, authorized and unauthorized writers have generated what now amounts to a threaded storytelling experience with pleasures that overlap with -- but are distinct from -- those of centrally planned media phenomena, like the Marvel Cinematic Universe. Note: Admission by waitlist only. Graduate students and advanced undergraduate majors in Film and Media Studies will have priority. Required screenings.

Credit 3 units.

L53 Film 510 Graduate Practicum in Film & Media Studies

The practicum in Film & Media Studies seeks to make our graduate students more competitive in the job market. It consists of professional experience that brings to bear academic knowledge and skills associated with the graduate study of moving image media (film, television, digital). The practicum may take a number of forms, but in every case, the experience must be planned in a way that contributes to the student's professional development. It might consist of work curating films for a screening or mini-festival accompanied by screening notes or other activities that enhance the academic value of the event. The student might organize a reading group or a scholarly symposium or lecture series to further the understanding of a particular aspect of the moving image on campus. The practicum may also consist of archival, or curatorial work in forms of the moving image at an archive, museum, or other non-profit organization (such as the St. Louis International Film Festival). The student might also pursue a film/media-centered oral history project or develop a film/media-centered blog or engage in other forms of writing that have a public presence. Students may initiate other projects, but any practicum requires a faculty mentor and in circumstances in which there is a collaborating organization, a letter of endorsement of the practicum from the student's on-site supervisor. Every student presents a written proposal/plan for any practicum to the DGS and to the faculty mentor/advisor. Both faculty must give permission to the plan and determine the appropriate number of credit hours (variable 1 to 3). Students may sign up for the practicum more than once to satisfy the 3 credits required in this area for the FMS master's degree; however, only one practicum should be pursued in a given semester. If there is a site supervisor, she/he must provide a letter upon completion of the practicum detailing the student's work and its quality. The student must provide a brief narrative (2 to 5 pages) detailing how the practicum served as a learning experience. The faculty advisor will award the grade for the practicum.

Credit variable, maximum 3 units.

French

French is one of the top five languages spoken around the world today, spanning the continents of Europe, Africa, Asia, and the Americas along with the Mediterranean and Caribbean regions. The French major and minor offer preparation in language, literature, culture and film as well as opportunities for study abroad. Our undergraduate program features a rich variety of courses for students interested in studying French in relationship to philosophy and politics, the sciences and the arts, sports and technology. Our summer, semester and year-long study abroad programs in Nice, Toulouse, Paris and Dakar enable students to deepen their understanding and appreciation of French culture by taking courses in the French university system, living with French families, shadowing doctors in French hospitals, holding internships in French businesses, and traveling extensively. Such experiences are the perfect preparation for careers in international business, global health, international medicine, international law, and international relations or diplomacy.

We also provide our students with a range of linguistic, analytical and theoretical tools necessary for a comprehensive understanding and appreciation of French and Francophone literature and culture to prepare them for a variety of careers or further study. French majors who plan to apply to professional schools or to pursue graduate studies in literature, philosophy, history, art history, music, film, anthropology or other related fields are strongly encouraged to pursue independent research during their senior year. Writing a senior honors thesis provides students with a unique opportunity to combine the study of French language, literature and culture with their other interests and to work closely with a member of our faculty. Our faculty takes an active interest in our students, providing support and encouragement throughout their studies in order to prepare them to become dynamic, conscientious and informed members of today's global community.

We are pleased to offer our students an ongoing series of guest lectures, films, exhibits, and performances by scholars, authors, and artists of international repute under the auspices of our French cultural center, French ConneXiones, recognized as a Centre d'Excellence by the French Embassy. We also host a weekly Francophone table and an annual Francophone week, all of which contribute to the intellectually dynamic and personally rewarding social environment of our section. We regularly host colloquia that attract scholars from St. Louis and around the world.

Please visit our department website to learn more about our new French for the Medical Professions track, which offers courses that are cross-listed with Medical Humanities and Global Health.

Contact: Tili Boon Cuillé
Phone: 314-935-5175
Email: tbcuille@wustl.edu
Website: <http://rll.wustl.edu>

Faculty

Chair

Julie E. Singer (<https://rll.wustl.edu/people/julie-singer/>)
PhD, Duke University

Endowed Professors

Mabel Moraña (<https://rll.wustl.edu/people/mabel-morana/>)
William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program
PhD, University of Minnesota

Ignacio Sánchez-Prado (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)
Jarvis Thurston and Mona Van Duyn Professor in Humanities in Arts & Sciences
PhD, University of Pittsburgh

Elzbieta Sklodowska (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences
PhD, Washington University

Professors

William Acree (<https://rll.wustl.edu/people/william-acree/>)

PhD, University of North Carolina at Chapel Hill

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)

PhD, University of Illinois at Urbana-Champaign

Tili Boon Cuillé (<https://rll.wustl.edu/people/tili-boon-cuille/>)

PhD, University of Pennsylvania

J. Andrew Brown (<https://rll.wustl.edu/people/j-andrew-brown/>)

PhD, University of Virginia

Pascal Ifri (<https://rll.wustl.edu/people/pascal-ifri/>)

PhD, Brown University

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)

PhD, New York University

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

PhD, Duke University

Rebecca Messbarger (<https://rll.wustl.edu/people/rebecca-messbarger/>)

PhD, University of Chicago

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)

PhD, University of California, Los Angeles

Harriet A. Stone (<https://rll.wustl.edu/people/harriet-stone/>)

PhD, Brown University

Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)

PhD, Cornell University

Associate Professors

Javier García-Liendo (<https://rll.wustl.edu/people/javier-garcia-liendo/>)

PhD, Princeton University

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)

PhD, Harvard University

Ignacio Infante (<https://rll.wustl.edu/people/ignacio-infante/>)

PhD, Rutgers University

Eloísa Palafox (<https://rll.wustl.edu/people/eloisapalafox/>)

PhD, Michigan State University

Assistant Professor

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)

PhD, Ohio State University

Teaching Professors

Elizabeth Allen (<https://rll.wustl.edu/people/elizabeth-allen/>)

PhD, Columbia University

Amanda Carey (<https://rll.wustl.edu/people/amanda-carey/>)

MA, Arizona State University

Lionel Cuillé

PhD, Ecole Normale Supérieure Lettres et Sciences Humaines,
Lyon

Iva Youkilis (<https://rll.wustl.edu/people/iva-youkilis/>)

MA, University of Virginia

Senior Lecturers

Marisa Barragán-Peugnet (<https://rll.wustl.edu/people/marisa-barragan-peugnet/>)

MA, Saint Louis University

Virginia Braxs (<https://rll.wustl.edu/people/virginia-braxs/>)

MA, Washington University

Heidi Chambers (<https://rll.wustl.edu/people/heidi-chambers/>)

MA, Washington University

Erika Conti (<https://rll.wustl.edu/people/erika-conti/>)

PhD, Washington University

Rebeca Cunill

PhD, Florida International University

Jody Doran (<https://rll.wustl.edu/people/jody-doran/>)

MA, Washington University

Rebeca Fromm Ayoroa (<https://rll.wustl.edu/people/rebeca-fromm-ayoroa/>)

ABD, Princeton University

Vincent Jouane (<https://rll.wustl.edu/people/vincent-jouane/>)

PhD, Washington University

Nancy Kay Schnurr (<https://rll.wustl.edu/people/nancy-schnurr/>)

MA, Middlebury College

Lecturers

Mark Dowell (<https://rll.wustl.edu/people/mark-dowell/>)

MA, University of North Carolina at Chapel Hill

Silvia Ledesma Ortiz (<https://rll.wustl.edu/people/silvia-ledesma-ortiz/>)

MA, Saint Louis University

Steve Levillain (<https://rll.wustl.edu/people/st%C3%A8ve-levillain/>)

PhD, University of Iowa

Erik Nesse (<https://rll.wustl.edu/people/erik-nesse/>)

PhD, University of Colorado

Eliza Williamson (<https://lasprogram.wustl.edu/people/eliza-williamson/>)

PhD, Rice University

Professors Emeriti

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)

PhD, John Hopkins University

Elyane Dezon-Jones

Doctorat de 3e Cycle, University of Paris

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)

PhD, University of Illinois

Stamos Metzidakis (<https://rll.wustl.edu/people/stamos-metzidakis/>)

PhD, Columbia University

Michel Rybalka

PhD, University of California, Los Angeles

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)

PhD, University of Illinois at Urbana-Champaign

Colette H. Winn (<https://rll.wustl.edu/people/colette-winn/>)

PhD, University of Missouri-Columbia

Majors

The Major in French

Total units required: 30 (27 for second majors)

Required courses for students matriculating Fall 2021* and later:

Code	Title	Units
French 307D	Cultural Expression	3
French 320s-340s	One "In-Perspective" course	3
French 360 or 361	One "Thinking-It-Through" course	3
French 370s-390s	One "In-Depth" course	3
French 4xx	Two 400-level seminars	6

* French 204D no longer counts toward the major. Students pursuing the major earn the remainder of their credits by taking our rich 300- and 400-level elective offerings in French and Francophone literature, language, culture, and related disciplines in the arts and sciences. Majors may count one course taken abroad toward the satisfaction of their Thinking-It-Through or In-Depth requirement.

Total units required for students matriculating prior to Fall 2021*: 21

Required courses for students matriculating prior to Fall 2021:**

Code	Title	Units
French 307D	Cultural Expression	3
French 308D	Introduction to Literary and Cultural Analysis	3
French 325	French Literature I: Dramatic Voices: Poets and Playwrights	3
French 326	French Literature II: Narrative Voices: Fiction and Nonfiction	3
French 411 or French 4131	Intensive Writing in French: Timely Topics Advanced French and Translation	3
French 4xx	Upper-level seminar before the Revolution (Medieval, Renaissance, 17th- or 18th-century)	3
French 4xx	Upper-level seminar after the Revolution (19th- or 20th-century or Francophone)	3
Total Units		21

* Students who take French 204D (or, prior to Fall 2019, French 201D) may count it as one course toward the major (out of nine for the second or ten for the prime). Students also may count one 3-credit course toward the major that is taught in English by a member of the French faculty, either within or beyond the bounds of the department at Washington University. This course must be at the 300 level or above and does not replace the requirements in French.

** Students who matriculate prior to Fall 2021 have the option of switching to the new major requirements if they prefer, with permission of the director of undergraduate studies in French.

Additional Information

Courses taken credit/no credit do not count toward the major. Students must maintain an average of B- or higher, and they are expected to maintain a B average or better in all French courses. Both 400-level courses required for the major must be taken at Washington University. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

Study Abroad: French majors are encouraged to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester abroad programs are available in Toulouse and Paris. Up to 6 credits from each program can count toward the major. **Students should complete an In-Perspective course prior to going abroad to Nice, Toulouse, or Paris.**

Please refer to the French home page (<https://rll.wustl.edu/french/>) for more information about French study abroad programs and for our new **French for the Medical Professions track**.

Writing Intensive (WI) Courses: Students wishing to satisfy the university Writing Intensive requirement within their French major may do so by taking either French 411 Intensive Writing in French: Timely Topics or French 4131 Advanced French and Translation. These Writing Intensive courses are not required for the major and do not replace the major requirements.

Senior Honors: Students who have maintained at least a minimum cumulative grade-point average of 3.65 through the end of the junior year are encouraged to work toward Latin honors (cum laude, magna cum laude, summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, a student must complete four literature courses at the 400 level (including two in literature before 1800) and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for Honors are based on performance and the quality of the thesis or critical essays, plus the student's cumulative GPA.

Transfer Credits: 21 of the 30 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Minors

The Minor in French

Total units required for students matriculating Fall 2021 and later: 18

Required courses for students matriculating Fall 2021* and later:

Code	Title	Units
French 307D	Cultural Expression	3
French 320s-340s	One "In-Perspective" course	3
French 370s-390s	One "In-Depth" course	3

* Fr 204D no longer counts toward the minor. Students pursuing the minor earn the remainder of their credits by taking our rich 300- and 400-level elective offerings in French and Francophone literature, language, culture, and related disciplines in the arts and sciences. Units earned from study abroad will be transferred as elective credit.

Total units required for students matriculating prior to Fall 2021*: 21

Required courses for students matriculating prior to Fall 2021:**

Code	Title	Units
French 307D	Cultural Expression	3
French 308D	Introduction to Literary and Cultural Analysis	3
French 325 or French 326	French Literature I: Dramatic Voices: Poets and Playwrights French Literature II: Narrative Voices: Fiction and Nonfiction	3

- * Students who take French 204D (or, prior to Fall 2019, French 201D) may count it as one course toward the minor (out of seven). Students may also count one 3-credit course toward the minor that is taught in English by a member of the French faculty, either within or beyond the bounds of the department at Washington University. This course does not replace the requirements in French.
- ** Students who matriculate prior to Fall 2021 have the option of switching to the new minor requirements if they prefer, with permission of the director of undergraduate studies in French.

Additional Information

Courses taken credit/no credit do not count toward the minor. Students must complete courses taken for the minor with a grade of B- or higher, and they are expected to maintain a B average or better in all French courses.

Study Abroad: French minors are encouraged to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester abroad programs are available in Toulouse and Paris. Up to 6 credits from each program can count toward the minor. **Students should complete an In-Perspective course prior to going abroad to Nice, Toulouse, or Paris.**

Please refer to the French home page (<https://rll.wustl.edu/french/>) for more information about French study abroad programs and for our new **French for the Medical Professions track**.

Courses

Visit online course listings to view semester offerings for L34 French (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L34&crslvl=1:4>).

Undergraduate French courses include the following categories:

- Cultural Expression (French 307D)

This course enables students to reinforce and refine their French written and oral expression while exploring culturally rich contexts and addressing socially relevant questions. Emphasis is placed on concrete and creative description and narration. Prerequisite: L34 French 204 or equivalent.

Current topic: *Les Banlieues*. This term refers to the outer ring of the urban space in the French cityscape, and it is frequently associated with immigration, unemployment, violence, and lawlessness. However, because of its position on the margins of mainstream culture, it is also a space of creativity and dynamism. Through the exploration of various media representing the artistic production of the *banlieues* — from novels and films to rap music and slam poetry — this course offers students an opportunity to interrogate and expand their notion of French cultural expression.

- In-Perspective Courses (L34 French 320s-340s)

These courses are designed to complement and complete the written and oral linguistic competence acquired in French 307D Cultural Expression. Students study topics of contemporary interest in the Francophone world from a cross-cultural, multimedia, interdisciplinary perspective. Emphasis is placed on analytical and persuasive writing. Prerequisite: French 307D.

- Thinking-It-Through I (French 360) and Thinking-It-Through II (French 361)

These courses provide students with the long view of a contemporary issue: exploring how cross-cultural perspectives from the French and Francophone world, past and present, can help us think creatively about the most pressing problems we face today. The subject — which is of social, cultural, and/or political interest — will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on a matter of current debate. Prerequisite: In-Perspective course.

- In-Depth Courses (L34 French 370s-390s)

These courses build upon the strong foundation students have acquired in In-Perspective courses. Students have the opportunity to take the plunge and explore a topic in the professor's area of expertise, learning to situate the subject in its historical and cultural context and to moderate their own views with respect to those of other cultural critics. Prerequisite: In-Perspective course.

L34 French 1011 Essential French I Workshop

Application of the curriculum presented in French 101D. Pass/fail only. Grade dependent on attendance and participation. Students must be enrolled concurrently in French 101D. Credit 1 unit. EN: H

L34 French 101D French Level I: Essential French I

This course immerses students in the French language and Francophone culture from around the world, focusing on rapid acquisition of spoken and written French as well as listening and reading comprehension. Songs, games, skits, videos,

chats, and debates provide a rich cultural context for the themes of the course, including identity, self, and family; school and university life; French cafe culture; and travel. Interactive web-based practice at home helps students prepare to apply their knowledge in the classroom. By the end of the semester, students are able to present on real or imaginary journeys in French-speaking countries. While not required, it is strongly recommended that students also enroll in French 1011, a one-credit, pass-fail practice culture class.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 1021 Essential French II Workshop

Application of the curriculum presented in French 102D. Pass/fail only. Grade dependent on attendance and participation. Credit 1 unit. EN: H

L34 French 102D French Level II: Essential French II

This course encourages students to continue their exploration of French and Francophone language and culture through intensive and interactive activities that help solidify their acquisition of oral and written communication skills. Songs, games, skits, videos, chats, and debates provide a rich cultural context for the themes of the course, including living quarters, neighborhoods, and cities; technology and social media; shopping and commerce; French food culture; and nature and the environment. While not required, it is strongly recommended that students enroll in French 1021, a one-credit, pass-fail culture class. Prerequisite: French 101D or equivalent. (Recommended for students with two or three years of high school French [7th and 8th grades together count as 1 year].)

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 1051 Advanced Elementary French Practice Session

Application of the curriculum presented in French 102D or French 105D. For students with two to four years of high school French. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S IQ: LCD EN: H

L34 French 1052 Advanced Elementary French Workshop

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed French 102D and 105D and who plan to attend French Summer Language Institute. Credit/no credit.

Credit 1 unit. A&S IQ: LCD EN: H

L34 French 201D French Level III: Intermediate French

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prerequisite: French 102D or the equivalent (usually recommended for students with four years of high school French [seventh and eighth grades count as one year]).

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 202 French Level III at the Summer Institute

This Summer Institute course focuses on the major features of French 201D. Students improve speaking, writing and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter

while in France. The location abroad and contact with French host families and other French people facilitate the student's learning experience. Students enrolled in this course also take French 353 and are prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prerequisite: French 102D or 105D. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L34 French 203D Intermediate French I

This redesigned interactive course explores the richness and diversity of the Francophone world and important contemporary issues such as social justice, inequalities, and the influence of media on society. Using an innovative approach based on lived experience, students will strengthen their abilities and accuracy in speech and writing, and they will considerably expand their vocabulary. Multimedia activities include films, readings, songs, virtual museum tours, and group projects. Prerequisite: French 102D or equivalent. This course is usually recommended for students with three years of high school French (seventh and eighth grade classes together count as one year). Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 204D Intermediate French II

In this second semester of the intermediate language sequence, students deepen their knowledge of the Francophone world and refine their oral and written expression, preparing them for the 300-level language, literature, and culture courses. Through discussion of films, radio, television, newspaper articles, and a novel, students broach controversial topics including family values, the business world, art and entertainment, science and technology, and the environment. Prerequisite: French 203D or equivalent. This course is usually recommended for students with approximately four years of high school French (seventh and eighth grade classes together count as one year). Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 214 Medical French

In this introductory course to the "Français Professionnel de la Santé" track (French for Medical Professionals), students will be exposed to medical terminology and practices as well as to health-related issues in France and the Francophone world (Quebec, Haiti, West and North Africa). Using an interactive approach based on real life situations, students will learn to perform various medical tasks such as writing a prescription, advising a patient, or presenting a humanitarian project to potential donors. Medical vocabulary and pre-professional oral and written expression will be enhanced throughout the course. Students will acquire the necessary tools to perform their tasks, preparing them for further coursework in the FPS track, the Diplôme de français professionnel de la santé, and the France for the Pre-Med study abroad program in Nice. Prereq: Fr 203D or equivalent (this class can replace Fr 204D). Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L34 French 215 Conversation, Culture, Communication I: Pop Culture

The course examines popular culture through a focus on what is said and performed, viewed especially but not exclusively through French film. Five thematic units focus on everyday occurrences and themes that mark both French and Francophone experience: the intersection of French History with the lives of ordinary people; the role of the French family in modern life; the motto of the French Revolution and how it applies today; the notions of community and the individual in

modern French and Francophone society; the role of the French in the world at large. Active student participation is required; student is required to do at least two oral presentations on the films we see, and in some of the versions, to make their own film. An optional film-viewing is scheduled from 2 to 4 p.m. Fridays. Prerequisite: French 201D or the equivalent; may be taken before or after French 216. Credit 3 units. A&S IQ: LCD BU: ETH

L34 French 216 Conversation, Culture, Communication 2: French Culture Through French Film

This course enables students to pursue your exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course, they will have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent. May be taken before or after French 215. Credit 3 units. A&S IQ: LCD BU: ETH EN: H

L34 French 247 First-Year Seminar

This small-group seminar is devoted to the reading and study of other texts -- such as films, paintings, and so on -- as well as discussion and writing. Topics vary but have an interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of instructor. This course is taught in English and does not substitute for any other French course. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM EN: H

L34 French 249C First-Year Seminar on Paris: The Left Bank

First-year seminar. Taught in English. From the founding of the Sorbonne in the Middle Ages to the strikes and riots of 1968 and from Abelard and St. Thomas Aquinas to Hemingway and Fitzgerald, Camus and Sartre, Beckett and Ionesco, and beyond, the Rive Gauche — or Left Bank — has been the traditional center of Paris's intellectual creativity and political turmoil. This seminar will explore the area's history and political activism, its artistic legacy, and especially its philosophical and literary contributions to contemporary France and the world. Prerequisite: AP in English, French, or History, or permission of the instructor. Does not substitute for any other French course. Enrollment limited to 15. Credit 3 units. A&S: FYS Art: HUM BU: HUM, IS

L34 French 250C Voyages and Discoveries: French Masterpieces

Taught in English. Novels and short stories about voyages and discoveries — real and symbolic — where young people confront themselves and crises in their lives. A discussion course with short writing assignments and viewing of films of several works studied. Masterpieces selected from writers such as Voltaire, Balzac, Flaubert, Maupassant, Gide, Colette, Camus, Sartre, Duras and Ernaux, among others. No French background required; students who have completed the English Composition requirement are welcome.

Credit 3 units. Art: HUM BU: HUM

L34 French 257 From Champagne to Champlain: French Culture in North America

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs and field trips to Missouri historical sites, it exposes the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse and Sainte Genevieve), students learn about many fundamental connections between America and France. Topics include early explorations, Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippian culture.

Credit 3 units. BU: ETH

L34 French 299 Undergraduate Independent Study

Prerequisites: French 201D and permission of the director of undergraduate study.

Credit variable, maximum 3 units.

L34 French 307D Cultural Expression

This course enables students to reinforce and refine their French written and oral expression while exploring culturally-rich contexts and addressing socially-relevant questions. Students develop linguistic mastery, expand their vocabulary, and improve their communication skills through themed readings, films, and interactive activities. Prerequisites: French 204 or the equivalent. (Usually recommended for students with 5 years of high school French [7th and 8th grades count as 1 year]).

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H

L34 French 308D Introduction to Literary and Cultural Analysis

As the continuation of French 307D, this course emphasizes the improvement of writing skills through the analysis of a broad array of cultural and literary texts. This course introduces students to some of the most defining customs, ideas, and values of the French and Francophone traditions. Each semester, a specific theme orients the readings, films, and artworks studied and provides a context for class discussions and student papers. This course should be taken before French 325 or French 326. Prerequisite: French 307D or equivalent.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 310A An Intellectual History of Sex and Gender: Text and Tradition

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for

sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.

Same as L93 IPH 310

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L34 French 318D Preparation for Year in France

Designed to prepare students for the experience of studying abroad (for either a year or a semester via programs sponsored or approved by Washington University), this course emphasizes improved oral discussion and writing skills through readings, papers, and active class participation. The course provides an introduction to the techniques of "explication de text," "commentaire compose," and "dissertation litteraire." The course will discuss various aspects of modern French society as well as topics related to the student's experience abroad, such as the university system, the French family, French social mores, and so on. This course may replace French 308D for candidates attending semester- and year-abroad programs in a French-speaking country. It is required for students planning to study in Toulouse and Paris and recommended for other programs in France. Students who return from JYA in France are not eligible to take this class.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L34 French 320 Advanced Conversation: The Art of French Cooking

This class explores both historically and experientially the fine arts of French cooking. Students will investigate food culture from various perspectives, including recipes from the chefs of kings, famed literary homages, excerpts from contemporary writers, films, and cooking shows. They will present online food blogs or videos sharing their attempts to master an aspect of the historical, regional, or contemporary food culture we have studied; cooking is optional, but creativity is a plus. Topics to be explored include Terroir; the slow food movements; La table d'hote; the role of the cafe and the market in French and Francophone cooking; and reflections on our own national food cultures. Students will gain the necessary vocabulary and cultural knowledge to be able to converse about cuisine with ease with people from any Francophone country, preferably over a long meal. Prereq: Fr 307D.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L34 French 321 Topics I: In Perspective

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

L34 French 322 Topics II: In-Perspective: Contagions

Metaphors of contagion are ubiquitous in contemporary culture. In this course we will explore the mechanisms of social and microbial transmission as seen in literature, memes, film/video, comics, and other cultural materials. What makes a meme or a video "go viral"? Who is "untouchable" and why? Is laughter

really "infectious"? In what ways have notions of contagion and disease been essential to the development of French and Francophone culture, from the Black Death to Covid and beyond? What new cultural forms will emerge from present and future pandemics? This course counts towards the French for Medical Professionals track. Prerequisite: French 307D. Credit 3 units. A&S IQ: LCD, LS BU: ETH EN: H

L34 French 325 French Literature I: Dramatic Voices: Poets and Playwrights

An interpretation of cultural, philosophical and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D. Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L34 French 3252 French out of France: Introduction to Francophone Literatures

An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism and "civilizing missions," and the responses to them. We also consider the varying meanings of the term "Francophone," from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb and Lopes. Prerequisite: French 307D. Credit 3 units. BU: IS

L34 French 326 French Literature II: Narrative Voices: Fiction and Nonfiction

An investigation of cultural, philosophical, and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D. Sec 09 Prosaic Greatness. The title of this course emphasizes both the artistic value of certain major prose texts in French and the everyday facets of knowledge about French culture they convey. From the Middle Ages to the present, influential writers like Montaigne, Pascal, Sand, Flaubert, and Gide have demonstrated how important political, philosophic, literary, and artistic concepts have been skillfully passed down from one generation to another through a masterful usage of French prose. By looking closely at the aesthetic and social questions raised by works such as theirs, which are so characteristic of their times, students come to appreciate better the evolution of French prose and its true place within the general history of France. Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L34 French 350 Undergraduate Seminar in French Literature and Culture

An exploration of a variety of cultural icons, objects, myths and traditions that define the French experience throughout the centuries. Topics vary. Prerequisite: French 308. Credit 3 units. Art: HUM BU: HUM

L34 French 3501 Special Topics in French Culture

Credit 3 units. BU: IS

L34 French 352 French Institute Project

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute. Credit 2 units.

L34 French 353 Project Plus

This Summer Institute course combines (1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts and contemporary lifestyle; (2) the student's project; and (3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprising other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course are level-appropriate (students enrolled in French 385 complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France. Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 355 North American Francophone Literature in Translation

Taught in English. The world of French language and literature is not restricted to France alone. It includes several other countries and former colonies whose cultural traditions and productions have grown in global significance as the West has increasingly understood and reacted to its own prejudices and exclusions. This course, the first in a three-semester sequence, focuses on the literature of our closest French-speaking neighbors: French Canadians, Acadians (from Nova Scotia, New Brunswick and northern Maine) and Louisiana Cajuns. That French is the main language of all these groups results, of course, from the early colonial history of North America. Representative writers of these different French-speaking groups, including Antonine Maillet, Gerald Leblanc, Zachary Richard, Philippe Hémon, Michel Tremblay and Marie-Clair Blais, are studied closely in their historical, literary and cultural contexts. Credit 3 units.

L34 French 360 Thinking-It-Through I

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject — which is of social, cultural, and/or political interest — will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L34 French 361 Thinking-It-Through II

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject -- which is of social, cultural, and/or political interest -- will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308 or In-Perspective.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L34 French 370 French Social History

Studying *L'Histoire des Mentalités*, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc., evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in different specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice Pre-Med Summer Program.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: BA EN: H

L34 French 3701 In-Depth: Paris, Capitol of Modernity: A Digital 19th Century

The French assert that the world learned to be modern in 19th-century Paris. Even though this is not entirely true, the Paris we observe today owes a great deal to 19th-century interventions in the city's physical fabric. Our ideas about modernity are informed by the ways in which the French learned to observe and describe the radical changes in their capitol. This course will examine maps, guidebooks, urban descriptions, and fiction to see how Paris changed in the century that brought us urban modernity, including anonymity, city crowds, cycles of boom and bust, high-scale public works, energy and anomie. It will also introduce students to some of the tools for digital scholarship and the presentation of academic work to non-academic audiences. Students will collaborate in the creation of a textual database on Paris monuments, and learn to present their research on urban sites via ArcGIS's Story Maps. Prerequisite: French 308 or In-Perspective.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L34 French 3702 In-Depth: Subtexts and Subterfuges

What persuades us that we understand a situation -- that we know the players, their intentions, and the effects of their actions? Do we rely on a parent's, lover's, or leader's moral authority or on our own sense of justice? Are we motivated by the coherence of their proposals or by our own emotional needs? All of the above? How, then, do we sort through layers of argument to detect ulterior motives and censored thoughts? Our class will focus on subtexts: hidden meanings, innuendo, ambiguity, veiled hints, omissions, and outright lies. We will consider how storytelling works to elicit particular responses in personal and commercial ads, travel brochures, cookbooks, political speeches, and street art. Tales of seduction by Perrault ("Puss in Boots"), Laclous ("Dangerous Liaisons" [excerpts]), and Proust ("Swann in Love" [excerpts]) along with Haneke's film of suspense and surveillance ("Hidden") will focus our attention on techniques of camouflage and detection. The subtexts in these works will inform our own (thriller?) subplot of contemporary life: a creative project to top off the semester. Prerequisite: French 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L34 French 3703 In-Depth: A Passion for Things

Imagine a collection of prized objects. What motivates a collector to acquire and display them? How do these objects allow us to understand the past as it defines our own heritage and that of others, what we choose to preserve or erase? These questions ground our study of the pleasures of collecting. A passion for things can be empowering, but it can also signal exploitation. What happens when the desire to possess extends to a person-- when a person becomes the thing possessed? The passion to possess implies the power to dispossess, to take from others the property, privileges, and promises that were theirs. We will focus on three sites of power in which collections figure prominently: the court of Louis XIV at Versailles; the museums, department stores, and world's fairs of 19th-century Paris; and the world of objects in 20th-century poetry and photographs. The class will examine objects that speak to the relations between men and women; kings and subjects; humans and nature; ideas of freedom and efforts to suppress it. Authors and artists include Perrault, Lafayette, Duras, Baudelaire, Zola, Ponge, Vuillard, Caillebotte, Cartier-Bresson, and others. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L34 French 375 In Depth: Medical Narratives, Narrative Medicine

Narrative medicine is an approach grounded in the recognition that patients live and communicate their embodied experiences as stories. This approach underscores the need for medical practitioners to cultivate skills of observation, analysis, storytelling, and cultural competency -- skills that are traditionally developed in humanities coursework. In this course, students will hone their competencies in observation, close reading, and written and oral expression in French through readings of medical narratives. Texts will include Jean-Dominique Bauby, "Le Scaphandre et le Papillon"; Molière, "Le Medecin Malgre Lui"; Michel de Montaigne, "De L'Experience"; Marguerite Duras, "La Douleur"; and excerpts from works by René Descartes, Honoré de Balzac, Émile Zola, Olivia Rosenthal, and Philippe Lançon. Whether considering works of art, patient testimonials,

or classic works of literature, we will observe carefully, describe and understand what we see, tell stories, and attend to the details of the stories that others tell. Prerequisite: French 308 or In-Perspective.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L34 French 375C Biography of a City: Paris

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris' role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the departments of Romance Languages, Art History, History, Music, Philosophy and others. Course taught entirely in English.

Credit 3 units. Art: HUM BU: IS

L34 French 376C Cinema and Society: Radical Cinema

Since the earliest experimental films of the Lumière brothers and Georges Méliès, French cinema has often found itself at the forefront of "radical" artistic and social thought. We will explore the many ways in which French and Francophone films have grappled with tensions between the status quo and radical change, whether by asking audiences to rethink how stories can be told, by questioning the meaning of realism, fantasy and representation, or by insisting that society, class, race or gender will be fundamentally reassessed. We will consider how French and Francophone films have shaped our ideas and expectations about what "cinema" is today. Films will include a range of works from the first years of cinema to the present day, by cinematographers such as Dulac, Renoir, Carné, Rohmer, Cantet, the Dardenne brothers, Bunuel, Godard, Carrere, Resnais, Truffaut, Varda, Ayouch, and others. Taught in French. Prerequisite: French 308 or In-Perspective.

Credit 3 units. A&S IQ: LCD, LS Art: CPSC BU: IS EN: H

L34 French 383C Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential *Essais* through contemporary novels that focus on autobiographical writings in which the author gives a personal account of their own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. A&S IQ: HUM Art: HUM BU: IS EN: H

L34 French 385 Cultural Differences

By examining how the French perceive Americans and how the Americans perceive the French, students interrogate stereotypes, biases and differences in values, behaviors and beliefs between the two cultures. The class also examines the misunderstandings that occur as a result of these differences. Students also look within the American culture and within the French culture to evaluate how minorities and marginal groups exist within them. Texts include works by contemporary authors whose different professions (journalist, anthropologist, novelist, etc.) offer different perspectives on the questions of cultural difference. Open only to students enrolled in the Summer Institute in France. Prerequisite: French 307D.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 386 Topics in Comparative Literature

Topics in comparative literature. Subject matter will vary from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L34 French 387 Points of Intersection

Topics in comparative literature. Subject matter will vary from semester to semester.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L34 French 389 Topics in Comparative Literature

Same as L16 Comp Lit 389

Credit 3 units. A&S IQ: LCD Art: HUM BU: HUM EN: H

L34 French 395 Paris and New York: The Art of the City

The cultural icons Paris and New York exert a powerful hold on our imagination. We will explore how the French and Americans define themselves, and each other, through their premiere cities. The themes of integration and isolation, class and race, innovation and tradition, and commemoration and celebration will ground our discussions of writers Zola ("Therese Raquin"), Wharton ("The Age of Innocence"), Proust ("Swann's Way"), Foer ("Extremely Loud and Incredibly Close"), Krauss ("The History of Love"), Truong ("The Book of Salt"), and Gopnik ("Paris to the Moon"); painters Vuillard, Caillebotte, and de Kooning; photographers Brassai, Cartier-Bresson, Doisneau, Ronis, Abbott, Hine, and Stieglitz; and filmmakers Godard ("Breathless"), Allen ("Manhattan," "Midnight in Paris"); Jeunet ("Amelie Poulain"), and Kassovitz ("Hate"). Through our study of public spaces (the Brooklyn Bridge, the Twin Towers, the Eiffel Tower, and the streets themselves), we will consider how each city functions as a site of memory even as it fashions the future. Same as L16 Comp Lit 395

Credit 3 units.

L34 French 400 Intensive Translation for Graduate Students I

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by French 401.

Credit 3 units. A&S IQ: LCD EN: H

L34 French 401 Intensive Translation for Graduate Students II

Continuation of French 400. For graduate students in the humanities, social and natural sciences. Prerequisite: French 400; credit for French 400 is contingent on completion of French 401.

Credit 3 units. A&S IQ: LCD EN: H

L34 French 4013 Second-Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as

participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023
Credit 3 units. A&S IQ: SSC

L34 French 411 Intensive Writing in French: Timely Topics

This course enables advanced students to refine and develop their writing skills and to develop specialized vocabularies based on current issues in the Francophone world chosen in light of their interests (e.g., global health, international relations, anthropology, political science). Students will analyze the rhetorical strategies used in contemporary cultural debate and write creative, persuasive, and analytical compositions that prepare them to apply for internships and pursue careers in international medicine, business, law, diplomacy, and the arts. Students will complete a series of short papers, each with required revisions. Meets the Writing Intensive course requirement. Prerequisite: Fr 307D, Fr 308D, or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS, WI EN: H

L34 French 4131 Advanced French and Translation

This course fosters an in-depth knowledge of the French language and accuracy in its use. It employs a comparative approach (linguistic and cultural) initiating students into the art of translation from English to French and from French to English and sensitizing them to the problem of cultural transfer. Students will acquire practical training, cultivating skills advantageous in the workplace by drawing on a wide variety of documents to develop translation strategies. Genres include fiction, autobiography, journalism, advertising, and correspondence spanning different eras, regions, and registers. Prerequisite: French 308 and In-Perspective.

Credit 3 units. A&S IQ: LCD, LS, WI EN: H

L34 French 413B Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, and so on. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prerequisite: Ling 170 (recommended but not required).

Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L34 French 415 The 19th-Century Novel: From Realism to Naturalism to Huysmans

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 416 Renaissance Poetics

An examination of key authors and themes in various genres of the period. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. Art: HUM

L34 French 4161 Special Topics in 19th-Century Literature

Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 417 Poetry and Prose of the Renaissance:

Gender, Love, and Sexuality in the Renaissance

A major writer, an early sympathizer of the reform movement, and a generous patron of the arts and sciences, Marguerite de Navarre (1492-1549), King Francis I's sister, has continued to intrigue readers throughout the ages. Her correspondence, short stories, plays, dialogues and religious poems have been edited and translated into several languages. However, her best known work today remains the *Heptameron*, her collection of novellas. This course will focus primarily on the *Heptameron* in the context of the querelle des femmes, a centuries-long literary debate over the nature and status of women. It proposes a close study of the text with special emphasis on gender issues. Close attention will be paid to early modern understandings of sex and gender and the extent to which devisants and characters in the stories conform to or defy the predominant gender stereotypes; gender relations; the dynamics of love and marriage; attitudes toward sexuality, gender and sexuality, and sexual aggression and violence. Prerequisites: French 325 or French 326, or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 4171 Travel Abroad in Early Modern Times

This course addresses such questions as national identity; international relations; migration, cultural differences and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It is organized around the following themes: (1) Humanism, nationalism and the growing interest in the vernacular; (2) Humanism and the ongoing project of translation (*translatio studii*); (3) Humanism and travel abroad; (4) views on foreign cultures and one's own after returning home; (5) "La France" (including at least one session on Lyons and another on Italian artists living in France); and integration and conflicts. Readings include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

L34 French 4172 Travel in the Renaissance and the Literature of Discovery

Improved modes of transportation under King Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of *curiositas*. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L34 French 4173 Renaissance Poetry and Visual Arts

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

L34 French 417B Literature of the 16th Century

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 4181 Humanism in Crisis: Marguerite de Navarre

The second half of the French 16th century was a time of profound upheaval in politics and religion, as well as of economic and social unrest. The very nature of reason and knowledge, their place and reliability were in serious question. These various "crises" culminated in what is known today as "the collapse of French Humanism." This course focuses on two writers of the mid-century, Marguerite de Navarre and Montaigne, and the solutions that they offered. Special attention is given to the forms of expression adopted by these writers in order to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 4182 Humanism in Early Modern France: From Rabelais to Montaigne

This course focuses on major aspects of Humanism as exemplified by two of the greatest writers of the 16th century: François Rabelais and Michel de Montaigne. Humanism designates the great intellectual movement of the Renaissance. Initially focused on the recovery of ancient authors and a renewed confidence in man's ability to grasp higher meanings, Humanism became a dynamic cultural program that influenced every aspect of 16th-century intellectual life. As the political and religious turmoil of the Reformation spread, however, Humanist assumptions (the very nature of reason and knowledge, their place and reliability) were in turn questioned. This "crisis" culminated in what is known today as "the collapse of French Humanism." We examine the importance of Humanism by focusing on the themes of education, self-inquiry, religion, gender roles, marriage, travel, health and medicine. We pay special attention to the forms of expression that Rabelais and Montaigne adopt to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

L34 French 419 Feminist Literary and Cultural Theory

This course provides a historical overview of feminist literary and cultural theories since the 1960s and 70s, acquainting students with a diversity of voices within contemporary feminism and gender studies. Readings will include works of French feminism, Foucault's *History of Sexuality*, feminist responses to Foucault, queer (LGBTQ+) theory, postcolonial and decolonial feminism, feminist disability theory, and writings by US feminists of color (African-American, Asian-American, Latina, Native-American). The reading list will be updated each year to reflect new developments in the discipline. We will approach these readings from an intersectional and interdisciplinary perspective, considering their dialogue with broader sociopolitical, cultural, and philosophical currents. By the end of the course, students are expected to have gained a basic knowledge of the major debates in feminist literary and cultural studies in the last

50 years, as well as the ability to draw on the repertoire of readings to identify and frame research questions in their areas of specialization. The class will be largely interactive, requiring active participation and collaborative effort on the part of the students. Students will be encouraged to make relevant connections between the class readings, everyday social and political issues, and their own research interests. NOTE: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above) or permission of the instructor.

Same as L77 WGSS 419

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

L34 French 4191 The French Islands: From Code Noir to Condé

The French have been dreaming about the tropics ever since transatlantic trade became possible in the 16th century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course links these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prerequisite: French 325 and French 326. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 4192 Dark Humor: Francophone Literature from West Africa

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Media today commonly adopt a highly pessimistic tone when speaking of these phenomena, but literature from West Africa provides alternative ways of looking at the region, which today includes over 140 million French speakers. Reading authors such as Kourouma, Kane, Tansi, Tchicaya, and Lopes, we will consider the ways that literature enters into dialogue with political discourses represented both as tragedy and as farce. The main seminar (section 01) is taught in English; undergraduates also register for a weekly discussion (section A) conducted in French. Prerequisites: For undergraduates, French 325, French 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 4201 The Novel in the Feminine (Le Roman au Féminin)

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and

on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. Art: HUM

L34 French 4202 Ingenues and Libertines: Writing the Feminine in 19th-Century French Prose

Informed by a close reading of theoretical texts dealing with the paradoxes of "la femme auteur" (the woman author), as Balzac coined it, this seminar explores the many ways of writing the feminine in the margins of 19th-century French fiction. Opposing "dames de cour" (ladies of the court) and "femmes de tête" (women of the mind), we focus on the representation of women as "voleuses de langue" (tongue snatchers) in the works of Mme de Staël, Claire de Duras, George Sand and Marie d'Agoult, among others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. Art: HUM

L34 French 421 The 20th-Century Novel

In this seminar we examine the evolution of the French novel in the 20th century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet and Ernaux. We determine what characterizes the 20th-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but also focus on the major themes it addresses: love, art, memory, time, death and the general problem of the human condition. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 4211 The Novel of the 1930s: The Human Condition and the Meaning of Life

Most French novelists of the 1930s were no longer satisfied simply to entertain their readers, to bring formal innovations to their writing, to depict society or to represent human consciousness. Economic transformations, technological advances and the unspeakable horrors of World War I challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline and Sartre. We determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prerequisites: French 325 and French 326 (or for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 422 French Theater from 1800 to the Present

We study selected plays of Hugo, Musset, Feydeau, Jarry, Claudel, Giraudoux, Anouilh, with particular attention to Romanticism, Symbolism, Existentialism and absurdist drama. Close attention is paid to the sociopolitical, philosophical and aesthetic contexts within which these plays were written, performed and received by the public. Videos of selected scenes also are shown and serve as points of departure for

several classroom discussions, as do various influential critical theories about the nature and structure of modern French theater. Prerequisites: French 325 and French 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 4221 Topics in French Literature: The Voyage of Self-Discovery

In our modern interconnected society, it is not always easy for young people to define who they really are or to discover and fulfill their potential, but it is encouraged and facilitated through education, travels, social contacts, and even technology. However, this was not always so. In earlier times, individuals were often constrained by the prevalent social and moral values of their worlds and had a much harder time discovering their persona or fulfilling their needs and aspirations. This seminar explores the issues of self-discovery, initiation, and self-realization in the modern novel, including Balzac's *Eugenie Grandet*, Stendhal's *Le Rouge et le Noir*, Flaubert's *Madame Bovary*, Mauriac's *Therese Desqueyroux*, and Philippe Grambert's *Un Secret*. Prerequisite: French 308.

Credit 3 units. Arch: HUM Art: HUM BU: IS

L34 French 423 Contemporary Theater

Readings, analysis and discussion of French theater from Sartre to the present. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 4231 Visualizing 19th-Century Poetry

At the very end of the 19th century and the beginning of the 20th, Mallarmé and Apollinaire begin to compose seemingly original works that create a host of simultaneous and different meanings through a heightened use of what can be called the "concrete aspects" of the texts themselves: their layout on the page; the imagery they present; even the shape of the particular words and stanzas they employ. But a close reading of earlier 19th-century literature (mostly poetry) composed by various Romantic, Parnassian and Symbolist authors (Victor Hugo, Théophile Gautier, Mari Krysinska, Marceline Desbordes-Valmore, Charles Baudelaire, Arthur Rimbaud and Paul Verlaine) reveals that experimentation in the visualization (as opposed to "mere" reading or writing) of a literary work was already under way. The latter coincided with the evolution of sculpture, photography and, later on, cinema. This course is designed to introduce students to both the production and reception of such works, and to examine their multiple historical and aesthetic causes and effects. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 424 19th- and 20th-Century Poetry

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 425 19th-Century Poetry

Reading and analysis of poetry of the three major 19th-century schools: romantic, Parnassian, symbolist. Emphasis on textual explication. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 426 Avant-Garde Poetry of the 20th Century

Study of French avant-garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism and Surrealism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 427 Literature of the 17th Century I

Undergraduates only register for this section. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 4271 French Classical Theater

A study of works by Corneille, Molière and Racine. We consider how the theater contributes to the rise of absolutism in France in the 17th century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and state; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 428 Literature of the 17th Century II

This seminar examines critical points of intersection in the 17th century. All connections engage texts as well as images. We will explore the expansion of knowledge as reflected in the mapping of bodies (anatomy), cities, and countries; humans in relation to animals; commerce and the rise of the bourgeoisie that challenges the privileges of the aristocracy; the splendors of nature and culture as manifest in the magnificent Versailles gardens, the tulip craze, and landscape painting; the lure of the exotic as part of everyday experience; and links between art and science. These topics will allow us to situate classical France in relation to the periods that precede and that follow it: the Renaissance and the Enlightenment. We will view the French monarchy in relation to both Italy, whose art provided much inspiration, and Holland, where the prosperity of merchants supported an art market that included Vermeer, de Hooch, and other celebrated Golden Age painters, all who are so unlike the artists who flourished under Louis XIV. Works will include Corneille's "Horace" and "Surenna"; Racine's "Berenice" and "Phedre"; Descartes's "Discours de la Methode"; La Bruyère's "Caracteres"; Lafayette's "Princesse de Cleves"; Pascal's "Pensees"; Graffigny's "Lettres d'Une

Peruvienne"; extracts from the "Encyclopedie"; art by Le Brun, Poussin, Patel, Bernini, Vermeer and his contemporaries, and Boucher; anatomical drawings by Vesalius; as well as maps and cityscapes. Prerequisites: French 325C and French 326C. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: LCD Art: HUM EN: H

L34 French 4281 Order in the Court: Classical Struggles During the Reign of Louis XIV

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts and landscapes, in addition to literature. The recent historical novel *L'allée du Roi*, which details the romance between the king and his mistress and then second wife Mme. de Maintenon, and the *Memoires of Saint-Simon* help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (*Surena*), Molière (*Les Femmes Savantes*), Racine (*Mithridate*, *Phedre*), La Rochefoucauld, La Bruyère, La Fontaine, Mme. de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith and the devastating effects of war and disease. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units.

L34 French 431 Literature of the 18th Century I

Prerequisite: French 325 or 326. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 4311 Voices of Dissent: Enlightenment Principle and Social Protest

The 18th century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov and Barthes, we identify the voices of dissent in several 18th-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais and Charrière, students come to appreciate a third tendency in 18th-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prerequisites:

French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.
Credit 3 units.

L34 French 4321 Art, Revolution and Society

This course examines major 18th-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (*Preface a l'Encyclopedie*), Rousseau (*Discours sur les Sciences et les Arts*, *Lettre a d'Alembert*), Diderot (*Entretiens sur le Fils Naturel*, *Le Paradoxe du Comedien*, *Le Neveu de Rameau*), Cazotte (*Le Diable Amoureux*), Beaumarchais (*Le Barbier de Seville*, *Le Mariage de Figaro*), Staël (*De la Litterature*, *Corinne*). These works allow us to study some of the major insights into the aesthetics of music, painting and the performing arts with an eye to how these aesthetic "revolutions" expanded the scope and influenced the form of the French language and literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 4331 Women of Letters

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibilité and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM

L34 French 4341 Enlightenment Energy: Comedy, Eroticism and the Grotesque

In this course we examine works in which the comic, the erotic and the grotesque — base urges that 18th-century audiences deplored yet found entertaining — made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment and reason. French philosophers debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long 18th century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade and Hugo, we investigate how the satirical, the bawdy and the profane

served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

L34 French 4351 Philosophical Fictions

The French Enlightenment witnessed a veritable explosion of short fiction, including philosophical, oriental, moral and libertine tales bearing such self-conscious titles as *A Thousand and One Follies* and *This is Not a Tale*. Though written by the literary elite and not considered children's literature, the genre enjoyed widespread popular appeal and had the power to shape mentalities. Often satirical in tone, these tales served to convey and question contemporary political, philosophical, scientific, religious and moral trends. They inspired some of the most vivid illustrations of the day and were often circulated as part of the literary underground. We read works by Crebillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade and Staël alongside excerpts from French cultural history on 18th-century mentalities, salons and print culture. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S IQ: HUM, LCD EN: H

L34 French 436 Romanticism

This course studies pre-Romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a "littérature du moi" (literature of the self), the redefinition of the place of the artist in society after "la bataille romantique," and the stylistic innovations that lead to "modernism." Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. Art: HUM

L34 French 4391 Classicism/A-Classicism

Among the hallmarks of 17th century, French classicism celebrated reason, order, balance and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's *Lettres d'une Péruvienne*, Prévost's *Manon Lescaut*, Laclos' *Liaisons Dangereuses* to understand classicism retrospectively, through the "a-classicism" of the 18th century's treatment of identity, alienation, desire and societal tensions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

L34 French 4392 Commemorating the King

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced — whether wars or monuments; art or science; novels or histories — were tributes to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien) and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke and Merlin guide our research into the activities of the royal family, the ideology of absolutism and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments and images. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

L34 French 440 Parnassian and Symbolist Literature

This course offers an examination of key writers and texts of the Parnassian and Symbolist schools of the 19th century. Readings include poetry, drama and prose. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units. Art: HUM

L34 French 441 From Symbolism to Surrealism

This course presents a survey of major French dramatic works from the late 1800s to the mid-20th century, including both innovative plays and theoretical treatises by celebrated writers such as Maeterlinck, Villiers de l'Isle-Adam, Jarry, Apollinaire, Breton, Vitrac and Artaud. It examines how in running contrary to other important movements of their general time period (e.g., Romanticism, Realism, Naturalism) these works constitute major examples of what will come to be widely known as Modernism. Attention will also be paid to the ways in which these types of plays gave rise to later forms of theater, like those found in Existentialism and the Théâtre de l'Absurde. Prerequisite: French 325 or Fr 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S IQ: HUM Art: HUM

L34 French 443 Contemporary Francophone Literature

A general survey of Francophone literature. This course examines representative texts of Quebec, "Acadia," Africa and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of "négritude," Senghor and Césaire. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 444 Modern Francophone Poetry

The first half of this course consists of close readings of the founders of Négritude: Césaire, Senghor and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 447 The Medieval Literary Arts

How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood and old age construed as disabilities? In this course we read texts of varied genre — farces, saints' lives, fabliaux, poems, romances, journals and chronicles — as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages. Texts include Philippe de Beaumanoir's *Manekine*, Courtebarbe's *Trois Aveugles de Compiègne*, Guillaume de Machaut's *Voir Dit* and the farce *Le Garçon et l'Aveugle*; excerpts from Jean de Meun's *Roman de la Rose*, from the *Ovide Moralisé* and from Christine de Pizan's *Mutacion de Fortune*; and poems by Rutebeuf, Deschamps and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts are available in modern French; no prior study of Old French language is necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 448 From Arthur to the Grail

Conducted in English. A broad survey of the Arthurian legend: its origins; its elaboration in French, English and other medieval literatures; and its expression in modern literature (especially English and American) and in the visual arts, film and music. All readings available in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM BU: HUM

L34 French 450 Women and the Medieval French Literary Tradition

The Middle Ages constitute a beginning — a period when new languages and literatures came into being, along with Romanesque book — illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, Crusades for the Holy Land and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major

genres: Marie de France's *Lais*, Chrétien de Troyes' *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous *Aucassin et Nicolette*, as well as *Fabliaux*, poetry of the Trouvères and Trobairitz, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. Art: HUM

L34 French 451 French Literature of the Middle Ages I

French literature from the beginning to 1250. The course emphasizes chansons de geste, courtly romance and lyric, and early drama. Most works read in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 452 French Literature of the Middle Ages II: I, Object

In this seminar we will explore the significance of objects and objectification in medieval French literature. What happens when people are treated as "love objects" in lyric poetry, or when inanimate objects take on human properties in comical or allegorical texts? How do the "transactions" of fictional wills and legacies bind one human subject to another? We will approach these questions through a number of theoretical perspectives, including psychoanalytic, poststructuralist, posthuman, and thing theory. Texts include poems of the troubadours and trouvères, fabliaux, the *Roman de la Rose*, René d'Anjou's *Livre du cuer d'amours espris*, and Villon's *Testament*. Texts will be read in modern French; no prior study of Old French language is necessary. Prerequisite: French 325 or 326 or the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L34 French 453 History of the French Language

Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

L34 French 4550 Intersectional Identities in Medieval France

Were medieval French identities "intersectional"? What cultural evidence is there -- in literature, theatrical performance, the visual arts, and the artifacts of everyday life -- for such identity categories as "race," "sexuality," or "disability"? In this course, we will investigate medieval French imaginaries of the racialized, gendered, classed, and abled/disabled body, seeking to do the following: (1) understand the systems of power and privilege that undergirded medieval identities; (2) critique the contemporary perception of medieval Europe as an all-"white," male-dominated space; and (3) explore how contemporary critical identity studies can deepen our comprehension of medieval culture and how medieval materials can offer new insights into contemporary

identity formations. This course will be taught in English, with a weekly discussion section in French for undergraduates enrolling for French credit. Prerequisite: French 325, French 326, Thinking-It-Through, or In-Depth.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

L34 French 456 Romance Philology

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units.

L34 French 458 Nature, Landscape and Travel in the Middle Ages

Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including chansons de geste, courtly romances, *Roman de la Rose*, accounts of travel and pilgrimages, poetry and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their emotions when confronting nature; the various means they use to describe space and travel; the function of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the literature of the period. The thematic focus of the course is informed through theological, philosophical and anthropological perspectives essential to an appreciation of all medieval texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units.

L34 French 4581 Sacrifice and Service: Masculinity and the Medieval French Literary Tradition

The Middle Ages constitute a beginning: a period when new languages and literatures — along with Gothic cathedrals, Troubadour song, Romanesque art, Crusades for the Holy Land and quests for the Holy Grail — come into being. By focusing on the notion of service, we study how medieval society establishes a hierarchy of power that encompasses religious, feudal and courtly relationships. Particular attention is given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts include: *La Chanson de Roland*, *La Quete du Saint-Graal*, *La Vie de Saint Alexis*, *Le Jeu d'Adam*, Béroul's and Thomas' versions of *Le Roman de Tristan*, Chrétien de Troyes' *Le Chevalier au Lion ou Yvain*, Rutebeuf's *Miracle de Théophile* and Christine de Pizan's famous poem on Jeanne d'Arc. All readings in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units.

L34 French 459 Writing North Africa

Ever since the conquest of Algiers in 1830, the French have been fascinated by writing from and about North Africa. Beginning with 19th-century French travel narratives about Algeria, colonial-era writing defined ideas of the "exotic." As Algeria, Morocco, and Tunisia gained independence from France in the mid-20th century, North African authors often wrote their own postcolonial literature in the language of their former colonizer. These authors and their contemporary descendants continue to create and challenge the ideas of postcolonial francophone literature today. The main seminar sessions are taught in English, with additional required weekly undergraduate discussions (section A) in French. This seminar satisfies the post-Revolution requirement for French majors. Prerequisite: French 325 or French 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L34 French 460 Topics in European History IV

A detailed look at the contributions of major French theorists such as Beauvoir, Cixous, Irigaray, Kristeva and the interpretation of French feminism in America. We study French feminist theory with an eye to psychoanalysis; maternity as metaphor and experience; women and language and/or Marxist-feminist theory; and aesthetics. Conducted in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units.

L34 French 461 Topics in French Literature and History

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prerequisites: French 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L34 French 466 Second Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM EN: H

L34 French 469 Reading and Writing in a Second Language

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in L2 literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create activities that are included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction.

Credit 3 units. A&S IQ: LCD

L34 French 470 Suffering and Self-Expression in Early Modern French Literature

How did early modern people cope with disease, suffering and death? With the advancement of medical science, in particular with Ambroise Paré, who saw it as his mission to ease his patients' pain, a new sensitivity toward man's suffering began to develop. Working within the historical and scientific context of the time, this course examines old and emerging attitudes toward man's suffering with special emphasis on the relationship between suffering and artistic expression. Topics discussed include: suffering as part of the human condition; suffering and faith; suffering and early modern medicine; medicine and religion; gendered views of illness; disease/suffering as a vehicle of relief and self-expression; literary treatment of suffering and disease, including melancholia, depression, suicide, kidney stone, mourning, aging, etc.; images of the ailing body and the ailing mind in early modern texts; disease as a theme and a metaphor. Various genres are covered (fiction, poetry, drama, essay, travelogue). Authors likely include Maurice Scève, Helisenne de Crenne, Louise Labé, Joachim Du Bellay, Pierre de Ronsard, Marguerite de Navarre, Jean-Baptiste Chassignet, Gabrielle de Coignard and Michel de Montaigne. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only.

Credit 3 units. Art: HUM

L34 French 481 Sartre and Existentialism

This course studies French existentialism in light of recent intellectual developments, especially postmodernism; detailed study of Sartre's major literary and critical works. Conducted in French, nonmajors may do written work in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 482 Avant-Garde, Postmodern and Modernity

We study the history and evolution of an avant-garde in French literature, possible definitions of the postmodern, description of the different areas of modernity. Readings both theoretical and literary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 483 Gender and Genre

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prerequisites: French 325 or 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L34 French 492 Contemporary French Literary Criticism

The first half of the course deals with works of Roland Barthes; the second examines relationship of philosophy to literature and explores how the ideas of Foucault, Lacan, Derrida, Deleuze, Girard and Baudrillard can be applied to the study of literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 493 Selected French Writers

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

L34 French 495 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department.

Credit 3 units.

L34 French 4951 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation.

Prerequisite: 3.0 grade point average. Qualified students should consult the department. Pass/fail.

Credit 3 units. EN: H

Germanic Languages and Literatures

Germanic Languages and Literatures offers a diverse and challenging program of study in the language, literature and culture of the German-speaking countries. In this program, students engage in intensive study of the German language and

explore German literature and culture, from the Middle Ages to the present. They also have the opportunity to learn business German and to study the politics and culture of contemporary Germany.

Our six-semester language core curriculum aims to provide students with the linguistic and cultural skills needed to communicate effectively in a German language environment. Beginning (100-level) courses combine intensive interactive classroom activities with at-home preparation and reinforcement activities (following a “flipped-classroom” approach) to enable students to rapidly acquire the basics of German vocabulary and grammar. Intermediate (200-level) courses are designed to expand and deepen students’ understanding of German society and culture while furthering the development of speaking, writing, listening, and reading skills. Both 100- and 200-level courses work toward the completion of large chapter projects, which prepare students to communicate in various modalities in real-life scenarios. In advanced (300-level) language courses, students refine their core skills and acquire new knowledge of complex grammatical structures, and they improve their ability to express sophisticated ideas orally and in writing.

In Washington University’s German program, students take courses from internationally recognized faculty members who are leaders in their fields and who have been recognized for their expertise in undergraduate teaching. Faculty areas of interest include medieval through 21st-century literature, history, film and media, translation, German-Jewish studies, music and sound studies, narrative theory, second-language acquisition and gender studies. All German classes are small, thus facilitating lively faculty-student interaction. Our collection of contemporary German literature, housed in Olin Library, is the largest in North America and attracts many visiting scholars to our campus.

Students of German can choose among several study abroad programs, and they can take advantage of an array of cocurricular activities, including film series, the national German honor society Delta Phi Alpha, lectures by guest speakers, and readings by visiting authors. Many German students also elect to share their interest in German with the next generation of students by assisting with our annual German Day, which is hosted for high school students from Missouri and Illinois.

A degree in German prepares students for a wide range of future pursuits, including graduate study in such fields as German studies, language education, comparative literature and art history. Students frequently combine a degree in German with another major in the college and, upon graduation, earn advanced degrees in law, medicine, economics, business, engineering, environmental studies, and international and area studies. Our graduates pursue work in diverse fields, from academia to international banking and from diplomacy to publishing.

Contact: Benjamin L. Locke
Phone: 314-935-4276
Email: blocke@wustl.edu
Website: <https://german.wustl.edu/undergraduate>

Faculty

Chair

Lynne Tatlock (<https://german.wustl.edu/people/lynne-tatlock/>)

Hortense and Tobias Lewin Distinguished Professor in the Humanities
Director, Comparative Literature
PhD, Indiana University
17th-, 19th- and 20th-century novel and book history; gender; nationalism; translation

Endowed Professor

Gerhild Williams (<https://german.wustl.edu/people/gerhild-williams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
PhD in Comparative Literature, University of Washington
Early modern German and French literature and culture; demonology; Ottoman Eurasia

Professors

Matt Erlin (<https://german.wustl.edu/people/matt-erlin/>)

Professor of German
PhD, University of California, Berkeley
18th- and 19th-century German literature; intellectual history; digital humanities; material culture

Erin McGlothlin (<https://german.wustl.edu/people/erin-mcglathlin-0/>)

Vice Dean of Undergraduate Affairs
PhD, University of Virginia
Contemporary literature; Holocaust studies; Jewish studies; narrative theory

Associate Professors

Kurt Beals (<https://german.wustl.edu/people/kurt-beals/>)

Director of the Max Kade Center
PhD, University of California, Berkeley
20th- and 21st-century German literature and media; poetry; translation; experimentalism; digital media

Caroline Kita (<https://german.wustl.edu/people/caroline-kita/>)

PhD, Duke University
Austrian literature; Jewish studies; music and sound studies; theater

Assistant Professor

André Fischer (<https://german.wustl.edu/people/andre-fischer/>)

PhD, Stanford University

20th- and 21st-century German literature; German cinema; myth-making; aesthetics and politics

Lecturers

Carol Jenkins (<https://german.wustl.edu/people/carol-jenkins/>)

PhD, Washington University in St. Louis

The history of reception; Weimar, Germany; literature and society; foreign language pedagogy

Katherine Kerschen (<https://german.wustl.edu/people/katherine-kerschen/>)

PhD, Penn State University

Second language acquisition; vocabulary learning; psycholinguistics; foreign language pedagogy; inclusive teaching practices

Professors Emeriti

Paul Michael Lützeler (<https://german.wustl.edu/people/paul-michael-lutzeler/>)

Rosa May Distinguished University Professor in the Humanities

PhD, Indiana University

Contemporary and exile literature; Romanticism; literary discourses on Europe

James Fitzgerald Poag (<https://german.wustl.edu/people/james-fitzgerald-poag/>)

PhD, University of Illinois

Early and high Middle Ages; history of the German language; medieval Bible exegesis; medieval law and literature; medieval romance; middle high German; mysticism

Majors

The Major in Germanic Languages and Literatures

Total units required: 25

Required courses:

German 340C and its 1-unit discussion section German 340D or German 341 and its 1-unit discussion section German 341D or German 342 and its 1-unit discussion section German 342D and the senior assessment (undertaken in conjunction with a 400-level seminar) are required for all majors. German 340C/German 340D or German 341/341D or German 342/342D are required for admission to all 400-level courses except German 402, German 403D, German 404 and

German 408D. Admission to 400-level courses (except German 402, German 403D, German 404 and German 408D) without the completion of German 340C or German 341 or German 342 is by departmental permission only.

Elective courses:

Students interested in studying German may declare German as their major or second major. Majors and second majors are required to complete 25 credit units of upper-level courses (202D and higher), at least 12 of which are on the 400 level. If students begin German at Washington University and follow the regular sequence of courses (German 101D–German 102D–German 201D), they will be ready to begin the German major after three semesters. With the exception of German 340C or German 341 or German 342, only courses taught in German will count toward the major. All majors and second majors are required to participate in the senior assessment interview in the final semester of their senior year.

Applications for admission to the honors program must be submitted by the first week of classes in the student's final year of study.

Note: For both majors and minors, at least half of the courses at the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

Additional Information

Study abroad: German majors or minors are encouraged to participate in one of our overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To participate in the Tübingen program, students must complete German 202D (for the semester program), German 301D (for the year program), or their equivalent by the time the program begins. Upon returning to campus, German majors are required to take at least one 400-level course (other than German 497–German 498) during their senior year.

Washington University sponsors a summer program in Berlin, Germany. Students who have taken at least one semester of German may be eligible for this intensive language program. Students studying business or engineering/computer science are also encouraged to consider the study abroad programs in Germany offered by Olin Business School and the McKelvey School of Engineering.

Departmental Distinction in German and Latin Honors in German: Students who wish to be eligible for distinction in German must undertake a project in German during their final year at Washington University. There are three ways to achieve honors in German: (1) honors by course work and portfolio; (2) honors by creative project; or (3) honors by thesis. Students receiving distinction in German may additionally qualify for Latin honors in German. By May 15 of the junior year, these students

choose a project or portfolio with the help of a faculty advisor from the department, enroll in the appropriate course work during the senior year, and submit completed projects immediately following spring break of the senior year.

Minors

The Minor in Germanic Languages and Literatures

Total units required: 16

Required courses: Students who intend to minor in German must complete 16 upper-level (202D and higher) credit courses taught in German. With the exception of German 340C or German 341 or German 342, only courses taught in German will count toward the minor. At least 3 of these units must be at the 400 level.

Note: For both majors and minors, at least half of the courses at the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

We strongly recommend that minors take German 340C German Literature and the Modern Era with discussion section **or** German 341 German Thought and the Modern Era with discussion section **or** German 342 German Literature and the Pre-Modern Era with discussion section, because these courses serve as a prerequisite for all 400-level courses except German 402, German 403D, German 404 and German 408D. Any credits obtained at the 300 or 400 level during the summer institute program in Göttingen may count toward the minor.

Courses

Visit online course listings to view semester offerings for L21 German (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L21&crslvl=1:4>).

L21 German 101D Basic German: Core Course I

Introductory program; no previous German required. Students will develop their competence in listening, speaking, reading, and writing German by means of interpersonal, interpretive and presentational communicative practice. This first course serves as an introduction to German grammar and culture; goals range from developing the communicative skills necessary to find an apartment to being able to read modern German poetry. Students will learn how to apply their knowledge of basic cases and tenses in order to hold a conversation or write a letter describing their interests, family, goals, routines, etc., and to discover personal information about others. Students who complete this course successfully should enter German 102D. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L21 German 102D Basic German: Core Course II

Continuation of German 100D or 101D. In preparation for more advanced academic study in German, this second course will further introduce students to fundamental German grammar, culture and history. It is comprised of a combination of situational

lessons and tasks which will challenge their critical thinking abilities. Students in 102D will familiarize themselves with the language necessary to understand and give directions, apply for a job, and speak with a doctor; students will also read more advanced content such as Grimm's fairy tales and a text from Franz Kafka. Prerequisite: German 100D, 101D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 201D. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L21 German 201D Intermediate German: Core Course III

Continuation of German 102D. This course is designed to expand and deepen students' understanding of modern German society and culture and to help them improve their skills in all four key areas of foreign-language learning: reading, speaking, listening and writing. All class discussions and assignments will be in German in order to provide students with an opportunity to expand their active and passive vocabulary and gain confidence in their ability to communicate in the language. Prerequisite: German 102D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 202D. Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L21 German 202D Intermediate German: Core Course IV

Continuation of German 201D. In preparation for study at the advanced level, this fourth-semester course will continue the four-skills based approach of 201D, focusing on a range of cultural topics relevant to the German-speaking lands, including diversity in modern German society, the media, local and national politics, and transatlantic relations. The course also includes additional review of grammatical structures that will enable you to express yourself more fluently and idiomatically in German. All class discussion and assignments will be in German, in order to provide you with an opportunity to expand your active and passive vocabulary and gain confidence in your ability to communicate in the language. Prerequisite: German 201D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 301D. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L21 German 301D Advanced German: Core Course V

This course involves the discussion of literary and non-literary texts in combination with an intensive grammar review. It also presents a systematic introduction to the expressive functions of German, with an emphasis on spoken and written communication. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 202D and German 210D or equivalents, or placement by examination. Students who complete this course successfully should enter German 302D. Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L21 German 302D Advanced German: Core Course VI

Continuation of Ger 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion, and analysis of literary and nonliterary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 301D or equivalent, or placement

by examination. Students completing this course successfully may enter 400-level courses. Note that German 340C/340D, German 341/341D, and German 342/342D are prerequisites for most 400-level courses.

Credit 4 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L21 German 313 Conversational German

Practice in speaking and vocabulary development in cultural contexts. Prerequisite: German 210D, equivalent, or placement by examination. May be repeated for credit.

Credit 1 unit. A&S IQ: LCD EN: H

L21 German 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. *Open to freshmen. Students must enroll in both main section and a discussion section.*

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L21 German 340C German Literature and the Modern Era

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L21 German 340D German Literature and the Modern Era

This course must be taken concurrently with 340C for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)

Credit 1 unit.

L21 German 341 German Thought and the Modern Era

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L21 German 341D German Thought and the Modern Era

This course must be taken concurrently with 341 for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)

Credit 1 unit.

L21 German 342 German Literature and the Premodern Era

In this introduction to the literary and intellectual history of the German-speaking world from roughly 800 C.E. to the 17th century, we will read English translations of some of the most influential authors and works in the medieval and early modern German tradition, including the "Heroic Age" (e.g., "Nibelungenlied"), the classical period of the 12th and 13th centuries (e.g., Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Straßburg), late-medieval philosophy and mysticism (e.g., Mechthild von Magdeburg, Meister Eckhart), and early modern humanism and the Reformation (e.g., Martin Luther). Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the German and European literary tradition; these are texts that continue to offer invaluable insights into humanity and the world around us. Our discussions will focus on concepts such as heroism, chivalry, and courtly love and on questions regarding the relationship between the individual and society, the role of religion in society, and the emergence of modern mass media (e.g., the Gutenberg revolution). We will consider the texts both on their own terms and against the backdrop of the historical contexts in which they were written.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L21 German 342D German Literature and the Premodern Era

This course must be taken concurrently with L41 342 for major or minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German. Prerequisite: L41 210D or equivalent, or placement by examination.

Credit 1 unit. BU: HUM

L21 German 402 Advanced Grammar and Style Lab

Take your German skills to the next level! This 1-unit lab is designed for advanced students seeking to master the finer points of German grammar and style through targeted exercises and discussion. Students will learn to construct sophisticated, elegant, and accurate sentences, with the goal of improving their effectiveness as writers and speakers of German. A rotating weekly focus will cover such topics as: complex sentence structures; advanced passive and subjunctive forms; idiomatic prepositional and verb phrases; and infinitive constructions. Prerequisite: German 302 or the equivalent.

Credit 1 unit.

L21 German 403D Advanced Vocabulary and Usage

This one-unit workshop is designed for advanced undergraduate students wishing to develop advanced communication skills by improving their grasp of German vocabulary and usage. Over the course of the semester, students will discuss a wide variety of texts related to German art, philosophy, literature and contemporary culture, focusing on specific aspects of the language that pose challenges for non-native speakers. Assignments (not to exceed 1.5 hours per week) will include short written responses and exercises aimed to help students speak and write more elegantly and idiomatically. Prerequisite: German 302 or the equivalent or permission of the Director of Undergraduate Studies.

Credit 1 unit.

L21 German 404 Germany Today

This course is an introduction to the history, politics, and culture of contemporary Germany from 1945 to the present. Topics include the cultural construction of identity in post-unified Germany; European integration and the post-wall economy; the German constitution, electoral system, and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media, and popular culture; and the role of universities. Discussions, readings, and papers in German. This course is required for candidates who are planning to attend the overseas program in Tübingen, Germany. Prerequisite: German 302D (may be taken concurrently with German 404), or permission of the director of undergraduate studies.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L21 German 408D German as a Language of Business

This course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We concentrate on the basic elements of the German economic system, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and strategies for product development and marketing in national and international contexts. Students also are introduced to specific German business practices, including forms of

communication, management styles and general corporate culture. Students learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings and assignments are in German. Prerequisite: German 302D.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L21 German 4100 German Literature and Culture, 1150-1750

This course involves the exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture; representation; the development of fictionality and historical writing; questions of race, gender, and class; courtly culture; law; magic and marvels; and medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, "Minnesang," the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the "Volksbuch," the picaresque novel, and the essay. Discussion, readings, and papers are in German. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM, IS EN: H

L21 German 4101 German Literature and Culture, 1750-1830

This course explores the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Readings and discussions include texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, and Bettina von Arnim. Discussion, readings, and papers are in German. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

L21 German 4102 German Literature and Culture, 1830-1914

This course presents an exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-siècle. Readings and discussions include texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, and Rilke. Discussions, readings, and papers are in German. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

L21 German 4103 German Literature and Culture, 1914 to the Present

This course is an exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Readings and discussions of texts include authors such as Wedekind, Freud, Mann, Kafka, Brecht,

Seghers, Boell, Bachmann, Grass, and Wolf. Discussions, readings, and papers are in German. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H

L21 German 4104 Studies in Genre

This course explores the definition, style, form, and content that characterize a specific genre. It will investigate the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Students will examine generic differences and the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussions, readings, and papers are in German; some theoretical readings are in English. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

L21 German 4105 Topics in German Studies

This course focuses on particular cultural forms such as literature, film, historiography, social institutions, philosophy, and the arts or on relationships between them. The course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, the construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. The course may address issues across a narrow or broad time frame. Discussions, readings, and papers are in German. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

L21 German 4106 Studies in Gender

This course investigates the constructions of gender in literary and other texts as well as their sociohistorical contexts. Particular attention will be paid to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussions, readings, and papers are in German; some theoretical readings are in English. This course may be repeated with different content. Prerequisites: German 302D and German 340C/340D or German 341/341D or Ger 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD, WI EN: H

L21 German 432 Undergrad Seminar: What Dreams May Come: Explorations of the Psyche in Viennese Modernism

This course investigates the relationship of the burgeoning field of psychoanalysis to modernist art and literature in Vienna at the beginning of the 20th century. Examining literary texts and artworks alongside theories of dreams and the unconscious by thinkers such as Ernst Mach and Sigmund Freud, we will analyze the ways that visual artists, composers, and poets sought to divulge the inner workings of the psyche. Our discussion will focus on key questions: What forms and what visual, aural, and verbal languages were developed to represent subjective experience? How did theories of memory and trauma and ideas about gendered psyches shape the depiction of individual agency in these works? What can these works tell us

about the larger societal forces at play in this cultural moment? Readings will include the drama, poetry, and novellas of Arthur Schnitzler and Hugo von Hofmannsthal; musical works by Mahler and Schoenberg; and the visual art of Gustav Klimt, Helene Funke, and Oskar Kokoschka. Readings and discussion in German. Prerequisites: German 302D; German 340C/340D, German 341/341D, or German 342/342D.

Credit 3 units. A&S IQ: HUM EN: H

L21 German 4381 Contemporary German Literature

Taught by the Max Kade writer and critic in residence, the course deals with the most recent trends and developments in contemporary German literature, including its multicultural, feminist, and postcolonial aspects. In all, the writer and critic will deal with approximately eight literary texts during the semester. The writers generally include a work of their own and give an idea of their personal poetics. Admission for undergraduate senior German majors is allowed only with permission of the Director of Graduate Studies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L21 German 453 Theories of Literary and Cultural Analysis: Narrative Theory — A Critical and Analytical Toolbox

This seminar familiarizes advanced undergraduate and graduate students with concepts and methodologies that are foundational for research in the humanities. Our discussions will be organized around a range of conceptual categories that have constituted the focus of scholarly reflection in the past few decades, such as text, genre, image, medium, discourse, discipline, subjectivity, gender, race, culture, politics, and history. Our consideration of these categories will also require us to examine key currents in recent literary theory and cultural criticism, including (post)structuralism, psychoanalysis, Marxist theory, feminism and gender theory, postcolonial studies, cognitive science, book history, visual studies, and media theory. Although this seminar does not aim to offer an intellectual history, seminar members will acquire a sense of some of the key trends in cultural theory since 1945 as well as an awareness of the limits and possibilities that characterize each of them. The course also includes an introduction to the tools of scholarly research. Readings and discussions are in English. Prerequisite: Undergraduates may only take this course with permission of the director of graduate studies.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L21 German 457 Introduction to Linguistics and the Structure of German

This course is an introduction to the structure of the German language and to linguistic theory: phonology, morphology, syntax, and semantics, as well as semiotic, pragmatic, and sociolinguistic theories. Prerequisite: Undergraduates may only take this course with permission of the director of graduate studies.

Credit 3 units. A&S IQ: LCD EN: H

L21 German 490 Undergraduate Topics in German Film: Introduction to German Cinema

In this undergraduate course, we will watch and discuss some of the great highlights of German film history. The course will provide students with a visual and linguistic foundation for discussing German film from the early days of cinema to the present. To cover such an extensive time span and range of cinematographic output, we will view representative works

from various periods, genres, and authors that deal with a wide variety of themes. Class discussions will address the social and cultural significance of cinematic production in 20th- and 21st-century German culture as well as historical moments in German culture that are viewed through film. Certain themes will reoccur throughout the semester, including gender, the city, technology, violence, and social crisis. This course will also help students to improve their reading, writing, listening and speaking proficiency in German. Classroom discussions and readings will be entirely in German. The films will have English subtitles. This class will accommodate a range of levels of German proficiency. The reading and writing assignments will be adjusted accordingly. All instruction and all discussion will be in German. Note: There will be required weekly screenings. Prerequisite: successful completion of German 302D AND German 340C/340D OR German 341/341D OR German 342/342D or permission of the Director of Undergraduate Studies.
Credit 3 units. Art: AH BU: HUM

L21 German 493 The Task of the Translator

This course offers an introduction to the theory and practice of translation, and it consists of three main components. First, students will have the opportunity to translate a wide range of fictional and nonfictional texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus will be on translation from German to English, but we will also translate from English to German. Next, we will read selections from key works on the theory of translation, from Martin Luther's 16th-century treatise on his Bible translation to 20th-century essays by philosophers like Walter Benjamin. Finally, we will read and discuss excerpts from some of the most celebrated literary and philosophical translations of the past 200 years, including German translations of authors ranging from Shakespeare to J.K. Rowling as well as English translations of authors such as Goethe and Kafka. This course aims to give students a sense of the challenges and rewards of translation as well as a deeper understanding of the relationship between language, thought, and culture. Prerequisites: German 302D and German 340C/340D or German 341/341D or German 342/342D. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L21 German 497 Independent Work for Senior Honors

Research for an Honors thesis, on a topic chosen in conjunction with the advisor. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade point average, and at least a B + average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate advisor. Credit 3 units.

L21 German 498 Independent Work for Senior Honors

Continuation of German 497. Completion of thesis. Quality of the thesis determines whether the student receives credit only or Honors in German. Prerequisite: German 497. Credit 3 units.

Global Studies

Students in Global Studies develop a broad understanding of the world while exploring the diversity and richness of other cultures. The complex relationship between globalization and local differences is a hallmark of the contemporary era.

Globalization increases the movement of people, goods, capital, technology, and ideas throughout the globe. At the same time, strong attachments to local languages, cultures, and societies remain. Global Studies students seek to understand globalization and the relationship between the global and the local.

The Global Studies major is unique, emphasizing the interdisciplinary study of the cultural, economic, ecological, historical, social, and political processes that contribute to interdependence or globalization. Global Studies courses span the humanities and social sciences, and they encourage both contemporary and historical points of view. In addition, Global Studies challenges students to master a modern language and to understand the cultural contexts in which the language is spoken. It encourages the exploration of contemporary foreign affairs through speakers, conferences, and faculty panels, and it provides an introduction to international careers. Global Studies also provides robust support for foreign study and independent research. Through this approach, students explore the effect of global and local factors on historical events, current affairs, and public policy. They develop analytical skills, cross-cultural awareness and sensitivity, proficiency in another language, and overall abilities to be productive and ethical global citizens.

There are six concentrations available to Global Studies majors: (1) Global Studies with a concentration in development; (2) Global Studies with a concentration in Eurasian studies; (3) Global Studies with a concentration in European studies; (4) Global Studies with a concentration in global Asias; (5) Global Studies with a concentration in global cultural studies; and (6) Global Studies with a concentration in international affairs.

Contact: Toni Loomis
Phone: 314-935-5073
Email: aloomis@wustl.edu
Website: <https://globalstudies.wustl.edu>

Faculty

Director, Global Studies

Tabea Linhard (<https://ias.wustl.edu/people/tabea-alexalinhard/>)

Professor
PhD, Duke University
(Romance Languages and Literatures; Comparative Literature)

Program Faculty

Cindy Brantmeier (<https://ias.wustl.edu/people/cindy-brantmeier/>)

Professor
PhD, Indiana University
(Applied Linguistics; Education [courtesy]; Global Studies)

Jeremy Caddel (<https://ias.wustl.edu/people/jeremy-caddel/>)

Academic Coordinator
PhD, Washington University
(Global Studies)

Rebecca Clouser (<https://ias.wustl.edu/people/rebecca-clouser/>)

Lecturer
PhD, Indiana University
(Global Studies)

Eric Fournier (<https://ctl.wustl.edu/staff/meet-eric-fournier/>)

Senior Lecturer
PhD, University of Georgia
(Center for Teaching and Learning; Global Studies)

Michael Frchetti (<https://ias.wustl.edu/people/michael-frchetti/>)

Professor
PhD, University of Pennsylvania
(Anthropology, Archaeology)

Linling Gao-Miles (<https://ias.wustl.edu/people/linling-gao-miles/>)

Senior Lecturer
PhD, Nagoya University, Japan
(Global Studies)

Seth Graebner (<https://ias.wustl.edu/people/seth-graebner/>)

Associate Professor; Director of Undergraduate Studies; Co-Director, European Studies
PhD, Harvard University
(Romance Languages and Literatures; Global Studies)

Amy Heath-Carpentier (<https://ias.wustl.edu/people/amy-heath-carpentier/>)

Assistant Director, PreGraduate School and Career Development; Lecturer
PhD, California Institute of Integral Studies
(Global Studies)

Steven Hirsch (<https://ias.wustl.edu/people/steven-j-hirsch/>)

Professor of Practice
PhD, George Washington University
(Global Studies)

Sukoo Kim (<https://ias.wustl.edu/people/sukoo-kim/>)

Associate Professor
PhD, University of California, Los Angeles
(Economics)

Kristina Kleutghen

David W. Mesker Associate Professor
PhD, Harvard University
(Art History and Archaeology)

Rebecca Messbarger (<https://ias.wustl.edu/people/rebecca-messbarger/>)

Professor
PhD, University of Chicago
(Romance Languages and Literatures)

Steven B. Miles (<https://ias.wustl.edu/people/steven-b-miles/>)

Professor Emeritus
PhD, University of Washington
(History)

Jennifer Moore (<https://ias.wustl.edu/people/jennifer-moore/>)

Data Serv Coordinator & Anthropology Librarian
MLIS, University of Illinois

Mikhail Palatnik (<https://ias.wustl.edu/people/mikhail-palatnik/>)

Senior Lecturer
MA equivalent, University of Chernovtsy
MA, Washington University
(Russian Language)

Trevor Joy Sangrey (<https://ias.wustl.edu/people/trevor-sangrey/>)

Lecturer; Assistant Dean, College of Arts & Sciences
PhD, University of California, Santa Cruz
(Women, Gender, and Sexuality Studies)

Christi Smith (<https://ias.wustl.edu/people/christi-smith/>)

Senior Lecturer
PhD, Indiana University
(Global Studies)

Andrew Sobel (<https://ias.wustl.edu/people/andrew-sobel/>)

Professor
PhD, University of Michigan
(Global Studies; Political Science [by courtesy])

Nicole Svobodny (<https://ias.wustl.edu/people/nicole-svobodny/>)

Senior Lecturer
PhD, Columbia University
(Global Studies; Russian Literature)

Lynne Tatlock (<https://ias.wustl.edu/people/lynne-tatlock/>)

Hortense and Tobias Lewin Distinguished University Professor in the Humanities; Co-Director, European Studies
PhD, Indiana University
(Germanic Languages and Literatures; Comparative Literature)

Anika Walke (<https://ias.wustl.edu/people/anika-walke/>)

Associate Professor
PhD, University of California, Santa Cruz
(History; Women, Gender, and Sexuality Studies; Jewish, Islamic, and Middle Eastern Studies; Global Studies)

Lori Watt (<https://ias.wustl.edu/people/lori-watt/>)

Associate Professor
PhD, Columbia University
(History; Global Studies)

James V. Wertsch (<https://ias.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor
PhD, University of Chicago
(Anthropology; Global Studies)

Hayrettin Yücesoy (<https://ias.wustl.edu/people/hayrettin-yucesoy-0/>)

Associate Professor
PhD, University of Chicago
(Arabic and Islamic Studies [JIMES])

Affiliated Faculty

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)

Associate Professor
PhD, Columbia University
(East Asian Languages and Cultures)

Chris Eng (<https://english.wustl.edu/people/chris-eng/>)

Assistant Professor
PhD, City University of New York
(English)

Mijeong Mimi Kim (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)

Teaching Professor of Korean Language
EDD, University of San Francisco
(East Asian Languages and Cultures)

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)

Associate Professor of Korean Language and Literature
PhD, Harvard University
(East Asian Languages and Cultures)

Majors

The Major in Global Studies

There are six concentrations available to Global Studies majors. Please visit the following pages for more information about their requirements:

- Concentration in development (p. 680)
- Concentration in Eurasian studies (p. 685)
- Concentration in European studies (p. 689)
- Concentration in global Asias (p. 691)
- Concentration in global cultural studies (p. 697)
- Concentration in international affairs (p. 700)

Total units required: 36 graded credits plus four semesters of any modern language

Required courses:

- These depend on the concentration.

Elective courses:

- Depending on the concentration, two to four introductory courses (3 credits each, at the 100 or 200 level) are required.
- Depending on the concentration, eight to ten upper-level courses (3 credits each, at the 300 or 400 level) are required.

General Requirements:

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

For more detailed information about the general requirements, please see the Global Studies FAQs page (<https://ias.wustl.edu/faq/>) on the department website.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.

- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://arts.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351

Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Minors

The Global Studies program does not offer a minor.

Courses

Visit online course listings to view semester offerings for L97 GS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L97&crslvl=1:4>).

L97 GS 1020 Introduction to Modern European History

The history of Europe since 1500 is a remarkable array of contradictions: freedom and fascism; democracy and imperialism; industrialization and Romanticism; international capitalism and fervent nationalism; social change and scientific racism. What produced these developments in European social, economic, and political spheres and how did these different currents diverge and converge? How did European developments affect global actors and vice versa? What are the consequences for our own time of these contradictory aspects of Europe's modernization? Class assignments include textbook and primary source reading (c. 75 pages/week), discussion participation, 2 short analytical papers, 3 in-class exams, and a final cumulative take-home essay. This course satisfies the Introductory Survey requirement for the history major and minor. **DISCUSSION SECTION IS REQUIRED.**
Same as L22 History 102D

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 103B First-Year Seminar: International Public Affairs

We live in a complex, fast-paced world. Technological advances and economic interdependence bring us closer together, even as globalization creates new challenges that cannot be solved by one country alone. In this class we will examine the forces that affect competition and cooperation in a globalized world. Students will engage with influential social science literature on these topics, participate in classroom discussion, and take part in classroom activities, such as debates and policy-making simulations, to build a deeper understanding of these theories. In addition, students will work on semester-long policy projects to build practical skills in problem solving, team building, and communication. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC BU: BA, IS
EN: S

L97 GS 111 First-Year Seminar: The Vietnam Wars

US-centric historical narratives of the Vietnam War obscure the perspectives and lived experiences of the Vietnamese. The social, ethnic, and religious diversity, and the political and gender-related complexities of the Vietnamese are typically neglected. By focusing almost exclusively on Vietnam, US narratives of the war also tend to gloss over the wider regional dimensions of the conflict. In the interest of redressing this imbalance, this course examines the outlook, values, agency, and experiences of northern and southern Vietnamese, as well as rural and urban Cambodians and Laotians. Drawing on a wide range of primary and secondary sources it provides a macro and micro level historical analysis of Vietnam, Cambodia, and Laos from the premodern era until the present. In so doing, it explores the early sociocultural foundations of ancient Southeast Asian civilizations, the impact of Chinese and French colonialism, and Japanese occupation, the rise of Indochinese nationalist and communist revolutionary movements, the process of decolonization, the impact of US military intervention, the rise and fall of the Khmer Rouge, postwar political and economic developments, and the memories and multiple meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC BU: BA, IS EN: S

L97 GS 116 Ampersand: Geographies of Globalization and Development

This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations towards specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.

Same as L61 FYP 116

Credit 3 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art:
SSC BU: HUM, IS EN: S

L97 GS 124 First-Year Sem: Bridging London: An interdisciplinary Exploration of One of the World's Great Cities

This course provides a multi-disciplinary perspective on the past, present, and future of London. Topics include the historic roots of the city, the development of the British urban system, transportation and the shaping of the city; social, political, and economic dynamics of the Greater London Area; urban growth, decline, and revitalization; suburbanization; and the challenges facing the city in the 21st Century.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU:
IS

L97 GS 127 Migration in the Global World: Stories

The expression "Stories of Migration" has a variety of meanings. A "story" is a narrative that has a beginning, middle, and an end; an account of imaginary or real people and events told for entertainment, a report of an item of news in a newspaper, magazine, or broadcast; or an account of past events in someone's life or in the development of something. A story also can be a way to make sense of the world, and, as we will discuss throughout the semester, a tool to change the world. This course is based on the premise that in order to shape the future of migration in the global context, it is imperative to understand how stories of migration emerge, are told, passed on, shared, translated, disseminated, collected, challenged, and retold. For these purposes we will examine a wide range of stories of migration from the past decade. We will experiment with both low-tech and high-tech media in order to come up with different ways to showcase stories of migration, and to assess the actual repercussions that these stories of migration have. While we will address migration in the global context, we will focus on three regions: the US Mexican border, the Mediterranean, and St. Louis. We will study immigrant communities in these different locations and analyze a variety of narrative forms and structures in order to discern the impact that stories of migration have both locally and globally. Course materials include novels, memoirs, journalism, essays, short stories, graphic novels, radio programs, film, and performance pieces.

Credit 3 units. A&S IQ: HUM EN: H

L97 GS 135 First-Year Seminar: Chinatown: Migration, Identity, and Space

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of five Chinatowns in the U.S. through the real-life stories of their residents. This is followed by an in-depth study of Chinese restaurants and food in a global diasporic context using texts, images, and films that reveal how Chinese cuisine is inherited in and adapted to each local culture and society. The seminar culminates in discussions of Chinese migration and settlement, of representations of identity, and of cultural and spatial constructions in particular historical and social contexts. It will also examine the impact of the Covid-19 pandemic on Chinatowns in the US and elsewhere. The assignments include surveys of Chinese businesses and a debate on whether or not Olive Blvd constitutes a Chinatown in St. Louis.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: IS EN: H

L97 GS 140 East Asia in the World

This course covers the geopolitical history of twentieth-century East Asia, from its colonial constellation through its transformation into cold war nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia -- China, Taiwan, the Koreas, and Japan -- act as a members of a transnational region and when they act in ideological, national, or local terms. We evaluate different disciplinary approaches in order to understand the combination of knowledge and skills necessary for drawing meaningful research conclusions. In reading articles produced by a range of scholars and institutions, the course is also an introduction to the politics of the production of knowledge about East Asia. We then apply our knowledge to a real-world conflict and give team presentations on our proposed solutions. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

L97 GS 144 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.

Same as L01 Art-Arch 144

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

L97 GS 1500 Silver, Slaves, and the State: Globalization in the 18th Century

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants, and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class. Same as L22 History 1500

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 1503 Workshop for the Global Citizenship Program

This yearlong workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. During the first semester, students will analyze their own identities and biases as a basis for learning about other identities, cultures, and worldviews. We will then explore the topics of solidarity, charity, agency, and empowerment in order to better understand how we can contribute to ethical and lasting change as global citizens.

This work will prepare students for their second-semester community-based learning project in which they partner with a local organization to develop a project together. Contingent on COVID, second semester will also include a Spring Break travel portion.

Same as L61 FYP 1503

Credit 1 unit. A&S: AMP

L97 GS 1504 Workshop for the Global Citizenship Program

This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the Fall L61 FYP 1503 workshop. Using the skills we developed first semester, we will explore tangible ways to practice global citizenship and foster solidarity in the "real world" outside the classroom. Students will partner with a local organization to develop a collaborative community-based learning project. An optional trip during Spring Break will provide further opportunities for hands-on learning and interaction with organizations and people involved in the themes of the course.

Same as L61 FYP 1504

Credit 1 unit. A&S: AMP

L97 GS 155 First-Year Seminar: Mapping the World: Introduction to Human Geography

What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. No prerequisites. NOT AVAILABLE TO STUDENTS WHO ARE ENROLLED IN OR WHO HAVE TAKEN L61 116. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: IS, SCI EN: S

L97 GS 160 World Politics and the Global Economy

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nations, communities and economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of global political-economic relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: IS EN: S

L97 GS 164 Introduction to World History: The Second World War in World History

This course introduction to World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The class will explore the global connections and interactions which characterize World History. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making.

Same as L22 History 164

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L97 GS 1640 Health and Disease in World History

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors--from religious beliefs and dietary practices to inequality, poverty, empire, and war--in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Same as L22 History 1640

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 165D Latin America: Nation, Ethnicity and Social Conflict

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None. Same as L45 LatAm 165D

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 207 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the

means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works -- including "The Communist Manifesto," "Imagined Communities," and "Orientalism" -- and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 208 Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course--designed as an introduction to Jewish history, culture, and society--will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L97 GS 209B African Studies: An Introduction

This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

Same as L90 AFAS 209B

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L97 GS 223 Korean Civilization

This course is a comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention is also paid to contemporary issues, social problems, and cultural trends.

Same as L51 Korean 223C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 2242 Ampersand: Comparative Refugee Resettlement and Integration

This Course will continue our investigation of the Dynamics of Migration in the MENA and African countries primarily and re-orient the discussions towards a/the much-overlooked cause of migration: Colonialism. To achieve genuine refugee/ Migrant oriented reform policies, the Global North needs to reconcile with its colonial past. Towards this end, we will highlight how the history of Migration is deeply entangled with colonialism. Our readings-based discussions will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing Xenophobia and Anti-migration rhetoric in the Global North towards intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.

Same as L61 FYP 2242

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC BU: BA EN: S

L97 GS 226C Japanese Civilization

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Same as L05 Japan 226C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 227C Chinese Civilization

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. Regular short writing assignment. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

L97 GS 229 Modern European History: Migrations, Nation States, Identities

Politicians in several European countries recently declared the failure of multiculturalism, emphasizing immigration as the cause of social and political conflict. These statements deny that the European continent as a whole has been shaped by various forms of migration, ranging from Teutonic and Slavic settlement migration in the first ten centuries A.D., and rural-to-urban migration and religious expulsions in the Middle Ages, to recent guest worker programs and immigration from former colonies. Encounters between different cultures, religions, and forms of social organization are a staple of European societies' development. The course will begin with a brief overview of significant population movements since the Early Modern Era and then focus on important mass movements since the French Revolution. Course units study the nexus between migration and modernization, people's movement and the nation-state, empire and citizenship, and economic and social development. The class also poses the questions: Why are some migrations remembered and others not? Why do we know what we know about migration and migrant experiences? How do notions of 'otherness' and 'diversity' come to be central points of contention within current discourses in Europe? How do race, class, and gender interact in shaping the experience and perception of immigrants? Primary sources, autobiographical narratives, scholarly analyses and a range of visual material including films and maps are the basis for class lectures and individual and group work assignments, helping students to develop critical thinking and effective oral and written communication skills.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 244 Introduction to European Studies

This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises will include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester will consider contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 2700 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.

Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 280 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include "The Twilight Samurai," "To Live," and "Shin Godzilla," among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS

L97 GS 3005 Research Design in Global Studies

How does one develop a research project? From developing questions to laying the framework for the project, the goal of this course is for students to understand key conceptual foundations of research design. This course explores conceptualization, theory, research design, and strategies for framing questions and understanding the tools needed to build a project. This is neither a statistics course nor a qualitative methods course, although students are highly encouraged to take disciplinary-based methods courses. This course will help students navigate the path from academic curiosities to research design. Good research questions are important to academics, of course, but this course will help students develop skills that are useful in settings beyond the academy. This course has as its aim that, upon completion, students will have a better understanding of the skill set needed to answer the kinds of questions that are most interesting to them and to prepare them for future projects, whether these will be answered in a thesis or in a future professional career. Along the way, we will explore some basic techniques for collecting, interpreting, and analyzing data. We will pay attention to both the theoretical approaches to different types of research and focus on some practical techniques of data collection, such as identifying key informants, selecting respondents, developing field notes, conducting interviews, analyzing data, writing, and presenting findings.

Credit 3 units. A&S IQ: SSC EN: S

L97 GS 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and

written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU:
BA, ETH, IS

L97 GS 301 Historical Methods: Transregional History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301T

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 301L Historical Methods - Latin American History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301L

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 3024 International Institutions

This course surveys in an historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF, and the World Bank. Prerequisite: L32 103B.

Same as L32 Pol Sci 3024

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L97 GS 302B Peoples and Cultures of the Middle East

This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.

Same as L48 Anthro 302B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L97 GS 3030 Daoist Traditions

This course offers an introduction to the history, practices, and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the 2nd century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Same as L23 Re St 303

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L97 GS 3040 International Law and Politics

What is international law? Does it really constrain governments? If so, how? In this course, we will examine these questions through a mixture of political science and legal theories. Students will become familiar with the major theories in both disciplines and be introduced to the basic tenets of public international law. Students will also develop basic skills in legal research by reading and briefing cases from international tribunals and through an international law moot court simulation. Enrollment priority given to Global Studies majors.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3042 Making Sex and Gender: Understanding the History of the Body

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we will consider the changing historical perception of the body. The intersection of gender, race and class will factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course will also provide an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken L77 204. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L97 GS 3043 Survey of Brazilian Culture: Race, Nation and Society

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society.

Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None. Same as L45 LatAm 304

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3045 Hot Peace: U.S.-Russia Relations Since the Cold War

This course is an historical analysis of U.S.-Russia relations since the end of the Cold War. Focusing on "reset" diplomacy during the terms of five American and three Russian presidents since 1990, it reveals a familiar historical pattern that begins with high hopes, dialogue, and optimism only to be followed by vast disappointment, standoffs, and pessimism. Despite this dynamic, the course shows how and why the two countries have been able to cooperate at times to make substantial headway on critical issues such as arms control, nonproliferation of WMD, NATO expansion, counterterrorism, and economic and energy development, whereas at other times they have run afoul of major obstacles such as further NATO expansion, missile defense, and democracy and human rights in Russia. The course also examines how many political events created substantial challenges to U.S.-Russia relations, including the Balkan Wars; U.S. wars in Iraq and Afghanistan; Russia's wars in Chechnya, Georgia and Ukraine/Crimea; the "Color Revolutions"; the Arab Spring and subsequent civil wars in Iraq, Syria, Yemen and Libya; the fight against ISIS and other militant Islamists; the threats posed by Iran and North Korea; the rise of China; espionage crises; hybrid wars; cyberattacks; and disinformation campaigns. Two vital questions frame the analysis: (1) Why has it been so difficult for these two great powers to develop a mutually beneficial relationship? (2) What would be required to move beyond the limited partnership to something more productive and sustaining? The course concludes by evaluating "reset" diplomacy and the ongoing attempts to move U.S.-Russia relations beyond a Hot Peace.

Same as L22 History 3045

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 305 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3055 Contemporary Chinese Culture and Society

This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform

era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Same as L48 Anthro 3055

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3057 Topics on Africa

Nearly fifty percent of Africa's population now lives in urban areas. By 2050 this number is expected to triple to 1.23 billion or what will then be sixty percent of the continent's total population. This urban growth is happening alongside rapid economic expansion, technological innovations, and-in some cities-political insurrection. Many of these developments are taking place in peripheral urban areas that lack formal planning, basic infrastructure, and security. Yet, as many theorists point out, the very lack of cohesive planning and stable infrastructure in urban Africa has produced flexible spaces where novel forms of dwelling, work, and leisure are possible. Many residents, often by necessity, rearrange their built environments to make the city function beyond the limits of its original design. In the process, urban dwellers produce new built spaces, aesthetics, and economic practices, calling into question assumptions about what a city is and how it works. What are the implications of Africa's urban revolution for both the people who inhabit these cities and the world at large? How will Africa's urban future shape what some theorists are calling "the African century?" What can contemporary cities across the continent tell us about the future of urban life everywhere? In this seminar, we will explore these questions by surveying a variety of case studies and topics from across the African continent. The purpose in focusing on Africa in general is not to homogenize an incredibly diverse continent, but to make connections across a variety of different contexts in order to explore conceptual debates and assemble a theoretical tool-kit that is useful for grappling with themes that are simultaneously abstract and concrete. For AFAS majors, this course counts as Area Requirement 4.

Same as L90 AFAS 305C

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 305M Survey of Mexican Cultures

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities

and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. PreReq: None.

Same as L45 LatAm 305

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 306 Modern Jewish Writers

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

Same as L16 Comp Lit 306

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 307 The Writing of the Indian Subcontinent

The Indian Sub-continent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesequera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L97 GS 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3074 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the

history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L97 GS 3092 Indigenous Peoples and Movements in Latin America

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L97 GS 3093 Anthropology of Modern Latin America

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3098 African Art in Context: Patronage, Globalisms and Inventiveness

This course offers an introduction to principal visual arts from Africa, pre-historic to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding, and social history. Theoretical perspectives on the collection, appropriation, and exhibition of African arts in Europe and North America will be examined. Coursework will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Same as L01 Art-Arch 3090

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H UColl: CD

L97 GS 311 Buddhist Traditions

This course examines the historical development of Buddhism from its origins in South Asia in the 6th to 5th century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia, and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational

teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet, and East Asia. We close the course with an overview of Buddhism in the modern West.

Same as L23 Re St 311

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H UColl: CD

L97 GS 3110 Topics in English & American Literature: Contemporary Literature of the East West Divide

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: BA, HUM EN: H UColl: CD

L97 GS 3120 South Asian Religious Traditions

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Same as L23 Re St 312

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L97 GS 3130 Topics in English and American Literature

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L97 GS 3132 Introduction to Comparative Arts

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required. Same as L16 Comp Lit 313E

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L97 GS 3133 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forro, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Same as L45 LatAm 313

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA,
IS EN: H

L97 GS 313C Islamic History, 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 3142 Topics in English & American Literature

Same as L14 E Lit 314

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS
EN: H

L97 GS 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 314B International Politics

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of global political-economic relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.

Credit 3 units. BU: IS

L97 GS 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L97 GS 3163 Early Modern China

This course examines political, socio-economic, and intellectual-cultural developments in Chinese society from the middle of the fourteenth century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.

Same as L22 History 3162

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L97 GS 3165 Chinese Diasporas

Five hundred years ago, the Chinese population was concentrated in core areas of China proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders: to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions -- ranging from native-place associations to tourist agents' websites -- that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.

Same as L22 History 3165

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 3166 Topics in Chinese Policy at Fudan

A topics course on Chinese Policy at Fudan University. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L97 GS 3167 Topics in Chinese Economy at Fudan: The Political Economy of China

A topics course on Chinese Economy at Fudan University. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 3 units. BU: IS EN: S

L97 GS 3168 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L04 Chinese 3163

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L97 GS 3169 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western

capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Same as L22 History 3166

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 316K Cyborgs in History: From Cybernetics to Artificial Intelligence

Who coined the word "cyborg," and why? How did cyborgs become so integral to our imaginative worlds and daily existence? In this course, we will contemplate the intersection between technologies and societies through the lens of cyborgs, a term that is shorthand for "cybernetic organisms." Defying the separation between humans and machines, cyborgs have been critical to sciences, humanities, pop culture, feminism, afrofuturism, and queer studies, among many other fields of inquiry. This course will take a deep dive into the worlds of scientists, scholars, artists, and ordinary people to discover the cultural meanings of cyborgs across time and space. Along the way, we will meet Norbert Wiener, who coined the term "cybernetics"; Donna Haraway, for whom the cyborgs were a revolutionary species; and John C. Lilly, who thought he could speak with dolphins. We will also travel to the USSR to read about a failed internet; to Chile, where cybernetics was a socialist project; and to Japan, to learn about gender and technology in non-Western spaces. By the end of the course, students will have a strong theoretical and historical grasp on the social worlds of cybernetic technologies.

Same as L22 History 3169

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L97 GS 316R Economic History of China: From the Silver Age to Reform and Opening, 1500-1990

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.

Same as L22 History 3167

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 318 Learning to Use GIS in Development, Area Studies and International Affairs

In this course you will be introduced to the concept of spatial thinking, which will help you determine why and when to use GIS to address a spatial problem relevant to Global Studies. The course will be organized into four sections based on 1) area studies, focused on demographic inquiry; 2) development, focused on site selection; 3) global cultural studies, focused on data creation and editing; and 4) international affairs, focused on digital elevation, density and basic spatial statistics. The class will explore some tools available for visualizing and analyzing data, but our main tool will be ArcGIS. The aim of this course is that you learn concepts and develop a skillset that you can apply to other projects.

Credit 3 units. A&S IQ: NSM, AN BU: IS, SCI

L97 GS 3181 Gender, Sexuality and Power in Brazil

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Same as L45 LatAm 318

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

L97 GS 3192 Modern South Asia

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3194 Environment and Empire

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the

science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 320 British Cinema: A History

British cinema has gotten a bad rap. French film director François Truffaut once declared that cinema and Britain were incompatible terms since "the English countryside, the subdued way of life, the stolid routine-are anti-dramatic. . . [even] the weather itself is anti-cinematic." Yet British films proudly rank among some of the most acclaimed and beloved in film history: Monty Python and the Holy Grail, A Hard Day's Night, Lawrence of Arabia, The Third Man, Zulu, The Ladykillers, A Night to Remember, Trainspotting, The King's Speech, and the James Bond franchise. Admittedly, British cinema has had its ups and downs, never quite knowing whether to position itself as a distinctive national cinema or as a rival to Hollywood. This uncertainty has fostered a rich diversity and complexity that this course will emphasize in a survey approach. We will give equal attention to the work of high-profile directors like Alfred Hitchcock and Michael Powell and to important "genres" in which the British seem to excel--like black comedy, imperialist adventure, "kitchen sink" drama, documentary, and the so-called "heritage" films that paved the way for television's Downton Abbey. Required Screenings.

Same as L53 Film 320

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 GS 3206 Global Gender Issues

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L97 GS 3214 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Same as L04 Chinese 3211

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 321C Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: HUM EN: H

L97 GS 3220 Modern Mexico: Land, Politics and Development

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L97 GS 3224 Topics in Italian: Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the twentieth century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the sixteenth- and seventeenth-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Same as L36 Ital 3224

Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 322C Modern Latin America

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance

movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3243 A User's Guide to Japanese Poetry

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse--the poetic diary, linked verse, haiku, and others--and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Same as L05 Japan 324

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L97 GS 3248 Intercultural Communication

"Intercultural communication" and "cross-cultural communication" are interchangeable terms in referring to the field of studies covered in this course. We take a critical approach to topics or issues that emerge in intercultural settings, from verbal and non-verbal cues, tastes and smells, and signs and symbols, to perceptions of space, individualism and collectivism, and intercultural encounters in business or medical fields. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural difference and to develop critical skills of intercultural competence in an increasingly interconnected world.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L97 GS 324C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations - from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists - provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.

Same as L22 History 320C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3250 French Film Culture

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course will offer an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the 30s, the difficulties of the war years,

the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the US, and the broader appeal of recent hyper-visual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course will be on French cinema, we will also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms will be introduced but no prior knowledge of the language is expected. REQUIRED SCREENING: [day, time].

Same as L53 Film 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3256 French Literature I: Dramatic Voices: Poets and Playwrights

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prereq: Fr 308D or Fr 318D.

Same as L34 French 325

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 3257 Introduction to Arabic Literature

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only.

Same as L49 Arab 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3258 Cultures of Health in Latin America

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Same as L45 LatAm 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

L97 GS 325C African Civilization to 1800

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

Same as L90 AFAS 321C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3265 Samurai, Rebels, and Bandits: The Japanese Period Film

Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society.

Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings will be in English. No knowledge of Japanese required. No prerequisites. Required Screenings Tuesdays @ 7 pm.

Same as L53 Film 326

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L97 GS 3270 Humans and Others in Latin America: Natures, Cultures, Environments

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous

cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor. Same as L45 LatAm 327

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS

L97 GS 3283 Introduction to Global Health

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L97 GS 328B Gateway to Development

Introduction to theory and practice of development, economic growth, and dependency, with particular reference to the Third World and its relations with the advanced industrial world. Socialist and capitalist models of development; role and contribution of multinational enterprise and foreign trade.

Credit 3 units. BU: IS

L97 GS 3291 History of German Cinema

This course explores the major developments of German cinema throughout the twentieth century. More specifically, this course will engage with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics will include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention will be given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings.

Same as L53 Film 328

Credit 3 units. BU: IS EN: H

L97 GS 3292 Topics in Politics: Modern South Asian Politics

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>

Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L97 GS 3293 Religion and Society

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L97 GS 3301 Topics in Chinese Literature & Culture

A topics course on Chinese literature and culture; subject matter varies by semester

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L97 GS 3317 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudí. The students will visit the St. Louis and the Kemper Art Museums. Prereq: Span 303 or 308E. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L97 GS 3318 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children—both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that

depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.
Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L97 GS 3319 Health, Healing and Ethics: Introduction to Medical Anthropology

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.
Same as L48 Anthro 3310
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

L97 GS 3323 Japanese Literature: Beginnings to 19th Century

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required. Sophomore standing and above recommended.
Same as L05 Japan 332C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 3324 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer

This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites.
Same as L39 Russ 332
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3331 The Modern Voice in Japanese Literature

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and

Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.
Same as L05 Japan 333C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L97 GS 3332 Culture and Health

This course will explore culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students will develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.
Same as L48 Anthro 333
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA

L97 GS 3350 Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century-the Enlightenment and the formation of the modern state-and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time-from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation," acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.
Same as L22 History 335C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L97 GS 3354 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.
Same as L48 Anthro 3351
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3357 China's Urban Experience: Shanghai and Beyond

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution and the global context of the international flow of people, products, capitals, and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities - Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured, and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism, and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L04 Chinese 3352

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3358 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy)--structures which both balanced and exacerbated ethnic, religious, and social struggles--in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play--empire, nation, urban space, religion, and ethnicity--in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3373 Law and Culture

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Same as L48 Anthro 3373

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

L97 GS 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 GS 3400 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film producing nations of Western Europe, this course will consider the development of various national cinemas in Europe, Asia, and third world countries. The course will seek to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course will consider how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors.

REQUIRED SCREENING: [day, time].

Same as L53 Film 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3402 German Literature and the Modern Era

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).

Same as L21 German 340C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L97 GS 3404 The Creation of Capitalism

This course examines the emergence of commercial, financial, and labor practices prior to the Industrial Revolution at the end of the eighteenth century. At the same time that students look at how money was made, they will consider contemporary responses to these economic practices, from concerns about usury, market manipulations, and increasing luxury consumption to the promotion of commerce as essential to the prosperity and strength of the nation. The course begins by defining the basic institutions and structures of the medieval Mediterranean, such as banking and credit operations, trading partnerships, and the position of the merchant within Renaissance society. The focus then shifts to merchant capital in an era of centralization, as the Dutch develop their world trade hegemony and the increasingly centralized states support of monopoly companies and mercantilist policies. The course ends by looking at the expanding world of commerce in the era of integration, as

European merchants entrench their control of production and trade throughout the globe through their increased social and political importance, the spread of the putting-out system, and the refinement of colonial policies.

Same as L22 History 3404

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 3405 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labelled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required. Same as L81 EALC 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

L97 GS 3410 Early and Imperial Chinese Literature

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. No prerequisites; all readings will be in English translation.

Same as L04 Chinese 341

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3414 Transnational Cinema(s): Film Flows in a Changing World

Across a century of extreme nationalism, Cold War imperialism, and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally", focusing on recent theories of modernism, globalization, and borderless cultures.

Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We will also look at how new technologies of production, distribution, and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis will be used to complement industrial studies of how transnational flows have come to define contemporary audio-visual media practices. Required Screenings.

Same as L53 Film 341

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L97 GS 3415 Early Chinese Art: From Human Sacrifice to the Silk Road

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L97 GS 3416 German Thought and the Modern Era

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).

Same as L21 German 341

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L97 GS 3417 Literary and Cultural Studies in Spanish

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course will be covering a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts

as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as Nation, Colonialism / Postcolonialism; Modernity and Postmodernity; Popular & Visual Media; Gender, Race, Migration and Social Class. The course combines the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 341

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM
BU: IS EN: H

L97 GS 3418 War, Genocide and Gender in Modern Europe

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldier's treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: HUM, IS EN: H

L97 GS 341K Japanese Art

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS
EN: H

L97 GS 342 Modern and Contemporary Chinese Literature

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation.

Same as L04 Chinese 342

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:
ETH, IS EN: H

L97 GS 3421 Iberian Literatures and Cultures

Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through

a dynamic of conflict and negotiation between various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: multiculturalism of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 342

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM
BU: IS EN: H

L97 GS 3424 The World Is Not Enough: Europe's Global Empires, 1400-1750

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia, and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers, and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Same as L22 History 3414

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L97 GS 3425 Classical to Contemporary Chinese Art

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Same as L01 Art-Arch 3425

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS
EN: H

L97 GS 3426 Modern and Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU:
HUM, IS EN: H

L97 GS 3431 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonialization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3442 Chinese Painting, Then and Now

Tracing the unbroken history of Chinese painting from the 1st through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres, and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L97 GS 3455 Cultural Encounters: China and Eurasia Since the Middle Ages

Eschewing traditional narratives of Chinese civilization, which imply a society closed to the outside world, this course follows current scholarship in situating Chinese history within a broader spatial context. In particular, this course explores cultural encounters between China and other subregions of the Eurasian continent to the north and west of China, from the Tang Dynasty (618-907) to the present. The course begins by analyzing the relationship between nomadic societies on the steppe (and, more generally, "non-state spaces") and settled agricultural societies such as China. We then turn to the influence of two religions imported from central Eurasia: Buddhism and Islam. A related theme is the relationship, in the early modern era, between trade, which tended to erode boundaries, and states, which sought to create boundaries. We will then trace the changing dynamics among commerce, religion, and nation-states in the 20th century. Finally, we return to the role of Buddhism and Islam in the contemporary relationship between China and the various peoples and states across its western frontier.

Same as L22 History 3455

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 3465 Japanese Literature in Translation II

In this course we explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. We consider the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required.

Same as L05 Japan 346

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L97 GS 350 Israeli Culture and Society

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JIMES 350

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3500 The 19th-Century Russian Novel (WI)

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Alexander Pushkin's Eugene Onegin, Fyodor Dostoevsky's Crime and Punishment, and Lev Tolstoy's Anna Karenina. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.

Same as L39 Russ 350C

Credit 3 units. A&S IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 3502 Special Topics in Italian Literature and Culture

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration, border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Same as L36 Ital 350

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3503 U.S.-China Relations from 1949 to the Present

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times

turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH, IS EN: H

L97 GS 3510 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Same as L75 JIMES 351

Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH EN: H

L97 GS 3512 "Model Minority": The Asian American Experience

This course explores the Asian-American experience revolving around the concept of the "model minority." It investigates the historical origins of this idea and reconsiders this concept in sociopolitical discourses as well as in everyday Asian-American lives. Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity of Asian Americans. It situates Asian-American experiences in the broader American -- and, at times, transnational, ethnoracial and sociopolitical -- context. The texts and discussions cover a wide range of topics and pressing issues, such as identity, race, and (pan-)ethnicity; culture and religion; gender and sexuality; masculinity and femininity; and notions of invisibility and marginalization.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3520 Literature of Modern and Contemporary Korea

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the

varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Same as L51 Korean 352

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

L97 GS 3521 Introduction to Postcolonial Literature

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront.

Same as L14 E Lit 3520

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L97 GS 3526 Iraqi Literature

This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.

Same as L49 Arab 352

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 GS 353 Global Energy and the American Dream

This lecture course explores the historical, cultural, and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels, and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic, and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution, and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically, and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

L97 GS 3530 Understanding Indian Literature Through Visual Media

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Same as L73 Hindi 353

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 3544 The Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L97 GS 3548 Gender, Sexuality and Communism in 20th-Century Europe

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.

Same as L22 History 3548

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L97 GS 3550 Topics in Korean Lit and Culture: An Uneasy Coexistence: North and South Korea in the Modern World

Topics course on Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic. Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H UColl: CD

L97 GS 3554 Political Economy of Democracy

In the last few years a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course will deal with the logic apparatus underpinning these books. In addition, the course will introduce the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less developed world.

Same as L32 Pol Sci 3552

Credit 3 units. A&S IQ: SSC EN: S

L97 GS 3556 Exile in Global French & Francophone Cultures: Senegal, Algeria, & the Caribbean

French is the fifth most spoken language in the world, with an estimated 300 million speakers in 106 countries and territories. It is the only language aside from English to be spoken on five continents, according to the OIF. In the wake of decolonization and the rapid spread of globalization, the French language has been adopted, adapted and transformed in various locales and with widespread cultural implications. This course will aim to explore French culture through the specific case studies of Senegal, Algeria, the Caribbean and Francophone exiles worldwide. We will explore the history, literature, poetry and film of these regions and, in doing so, gain a more nuanced and complex understanding of global French cultures. In this course, we will study a range of works that will provide a window onto the issues of French cultural and national identity in the modern world. We will delve into the role of race, ethnicity, belonging and identity in global French and Francophone societies. Students will gain an understanding of French (post)colonial history and current French politics and culture through novels, poetry and film. Knowledge of French is not required for this class.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3559 Socialist and Secular? A Social History of the Soviet Union

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

Same as L22 History 3559

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L97 GS 356 Andean History: Culture and Politics

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations. Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L97 GS 3570 All Measures Short of War

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, it will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called "all measures short of war" -- in other words, engaging one another through new technologies such as cyber, artificial intelligence, robotics, big data, hypersonics, biotechnology, and other means that have come to demarcate a hybrid battlefield in an age of hostile competition. As such, the course will assess the recent past, current state, and likely future of American power in the new global security environment.

Same as L22 History 357

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3575 U.S. Foreign Policy: Theory and Practice

In this course, we will focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy -- the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We will examine these topics through reading and writing assignments, class discussions, and simulations to promote deeper understanding and to build practical skills.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L97 GS 3594 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith, to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism

on the world. We start the course with a discussion of the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.

Same as L22 History 3593

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L97 GS 3598 The First World War and the Making of Modern Europe

The First World War ushered our age into existence. Its memories still haunt us and its aftershocks shaped the course of the twentieth century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Same as L22 History 3598

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L97 GS 3602 Borders, Checkpoints, and the Frontiers of Literature

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 361 Culture and Environment

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Same as L48 Anthro 361

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L97 GS 3612 Population and Society

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and

childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.

Same as L48 Anthro 3612

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3622 Topics in Islam

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L97 GS 364 Anarchism: History, Theory, and Praxis

This course analyzes the origins, historical trajectories, and influence of anarchism from its classical period (1860s - 1930s) until the present. It examines the major personalities, complex ideas, vexing controversies, and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism, and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism, and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom, and social ecology. Special attention will be given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L97 GS 365 Theatre Culture Studies III: Melodrama to Modernism

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art"--plunging its spectators into a mythical realm--or a petri dish--analyzing the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes--including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd--we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.

Same as L15 Drama 365C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L97 GS 3650 Topics in Modern Korean Literature

A topics course on modern Korean literature. Subject matter varies by semester; consult current semester listings for topic. Same as L51 Korean 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3651 Topics in Modern Japanese Literature: Mirrors and Masks: Gender and Sexuality in Japanese Literature

This course will ask students to consider presentations of gender and sexuality in Japan throughout its literary history, beginning from its oldest and most foundational text, The Kojiki, and working up through modern literature, including pop culture such as manga and anime. Students will be asked to think critically across centuries by juxtaposing the ancient against the modern, and they will also be asked to critically consider terms like "homosexual," "male," "queer," and a plethora of others as they relate to cultures so temporally, spatially, and philosophically removed from contemporary English-speaking context. How do we conceive of gender across time? What about sexuality? What counts as "queer" in a society with differently structured norms and conceptions of gender and sexuality? What are the dangers of fetishizing the Other and who counts as the Other, especially when taken into consideration alongside popular Orientalist views of East Asia? This class and all readings will be conducted in English, but Japanese versions of applicable readings will also be available through the library.

Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

L97 GS 366 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L97 GS 3660 Caste: Sexuality, Race and Globalization

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste

has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15. Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

L97 GS 3662 Experts, Administrators, and Soldiers:

Governance and Development in Post-Colonial Africa

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation-building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people the class takes an intimate look at how colonies became nation states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.

Same as L22 History 3662

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L97 GS 3672 Medicine, Healing and Experimentation in the Contours of Black History

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden

their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L97 GS 3680 The Cold War, 1945-1991

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Same as L22 History 3680

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L97 GS 3682 The U.S. War in Iraq, 2003-2011

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3690 Politics of International Trade

In this course we will study the relationship between international trade and domestic politics. We will cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisites: L32 103B.

Same as L32 Pol Sci 3690

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L97 GS 3721 Dostoevsky's Novels

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed and Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Same as L39 Russ 372

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L97 GS 373 International Political Economy

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations.

Prerequisite: junior standing, or permission of instructor.

Same as L32 Pol Sci 373

Credit 3 units. BU: IS

L97 GS 3730 Topics in Near Eastern Cultures

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Same as L75 JIMES 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3731 History of United States Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 374 Russian Literature at the Borders: Multiculturalism and Ethnic Conflict

In this course we explore Russian literary works (from the nineteenth century to the present day) that address issues of multiculturalism and ethnic conflict. The course is structured as a virtual tour of culturally significant places. Our readings take us to Ukraine/Belarus, the Caucasus, Siberia, and Central Asia. Some of the topics we discuss include national narratives and

metaphor, authority and rebellion, migration and mobility, empire, orientalism, religious identities, gender roles, memory, and the poetics of place. Materials include poetry, drama, novels, short stories, critical articles, and oral history.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3740 Of Dishes, Taste, and Class: History of Food in the Middle East

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

L97 GS 3743 History of US Foreign Relations Since 1920

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Same as L22 History 3743

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HSM, HUS

L97 GS 3750 Topics in Russian Literature and Culture (WI)

The words "Russian Literature" might conjure up long, sprawling, "loose and baggy monsters." However, the short story is arguably the most significant genre in the Russian literary tradition. In this course we do close readings of some of the greatest Russian short stories, mostly from the 19th and 20th centuries. Authors might include Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Gippius, Teffi, Tsvetaeva, Platonov, Bunin, Nabokov, and others. Some of the questions we explore: Is a short story (*rasskaz*) just a shorter piece of fiction or does it aim to do something very different from a novel? How did the Russians develop-and maybe change-the genre? In what ways are these stories connected to the place and time in which they were written? We will read one or two short stories a week. This is a Writing Intensive course. No knowledge of Russian is required. All readings are in English translation.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

L97 GS 376 International Economics

Explores consequences of economic integration from various perspectives in international trade: Ricardian, Heckscher-Ohlin, and the New International Trade Theories. Topics include patterns of trade, protectionism, international factor movements, balance of payments, exchange-rate determination, international policy coordination, the international capital market, multinational and international investments, and patterns of international business. Prerequisites: Econ 103B and Econ 104B, or permission of instructor.

Credit 3 units. A&S IQ: SSC BU: IS

L97 GS 3762 Cinema and Society

Since the earliest experimental films of the Lumière brothers and Georges Méliès, French cinema has often found itself at the forefront of "radical" artistic and social thought. We will explore the many ways in which French and Francophone films have grappled with tensions between the status quo and radical change, whether by asking audiences to rethink how stories can be told, by questioning the meaning of realism, fantasy and representation, or by insisting that society, class, race or gender will be fundamentally reassessed. We will consider how French and Francophone films have shaped our ideas and expectations about what "cinema" is today. Films will include a range of works from the first years of cinema to the present day, by cinematographers such as Dulac, Renoir, Carné, Rohmer, Cantet, the Dardenne brothers, Bunuel, Godard, Carrere, Resnais, Truffaut, Varda, Ayouch, and others. Taught in French. Prereq: In-Perspective or Fr 308.

Same as L34 French 376C

Credit 3 units. A&S IQ: LCD, LS Art: CPSC BU: IS EN: H

L97 GS 3764 Reading Across the Disciplines: Introduction to the Theoretical Humanities

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines-- for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to CompLit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like Queer Reading; Human Rights; Fundamentalism; Untranslatability; Big Data; Environmental Humanities. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Same as L16 Comp Lit 376

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 3770 History of Slavery in the Middle East

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over

time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L97 GS 3775 Ancient Eurasia and the New Silk Roads

This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Same as L48 Anthro 3775

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

L97 GS 3781 Topics in Politics: Israeli Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3781

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

L97 GS 3782 Topics in Comparative Politics: Terrorism and Political Violence

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3782

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L97 GS 3784 The Modernist Project: Art in Europe and the United States, 1905-1980

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3783

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

L97 GS 3800 Topics in Hispanic Cultures

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prereq: Span 308E or concurrent enrollment in 303. In Spanish. Topics vary from semester to semester. See section description for current offering.

Same as L38 Span 380

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

L97 GS 3801 Labor and the Economy

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Same as L11 Econ 380

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L97 GS 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers

and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qa'eda founder `Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 3822 From McDonald's to K-pop: New Movements in East Asia

This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional receptions and impact across different regions in East Asia as well as in the U.S. Beginning with these two subjects, our investigation extends to other examples of transregional cultural phenomena such as J-pop, Hello Kitty, e-commerce, and western holidays in East Asia. While focusing on transnational cultural movements originating in or being adapted to the East Asian context, our discussions also reflect on key topics in the study of East Asian cultures such as "face," filial piety, and social networks.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3824 Film and Revolution in Latin America

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students will develop a research project comparing two revolutionary processes over the semester. Prereq. L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none.

Same as L45 LatAm 3824

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

L97 GS 3838 Modern Art in Fin-de-Siecle Europe, 1880-1907

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the reevaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, and Munch), as well as later careers of Impressionists

(Cassatt, Monet, Degas, and Renoir). We will consider cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: L01 113 or permission of instructor.

Same as L01 Art-Arch 3838

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

L97 GS 384 Migration and Modernity in Russia and the (Former) Soviet Union

This course introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this course, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but we will also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside this historically grounded overview, the course explores concepts of citizenship, diaspora, nationality policy, gender-specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L97 GS 386 Empire in East Asia: Theory and History (WI)

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, arguments which are informed by a range of theorists. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Asia, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L97 GS 3866 Interrogating "Crime and Punishment"

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel CRIME AND PUNISHMENT has inspired diverse artistic responses around the world. From the nineteenth century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace--or luck--play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels,

literary essays, and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:

BA EN: H

L97 GS 3873 International Public Health

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies, and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Same as L48 Anthro 3874

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L97 GS 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Same as L01 Art-Arch 3875

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

L97 GS 3883 Religion and Politics in South Asia (WI)

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.

Same as L22 History 38C8

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L97 GS 389 Furies and Die-Hards: Women in Rebellion and War

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the

relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, IS

L97 GS 3891 East Asia Since 1945: From Empire to Cold War

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas, and Vietnam, all of which resulted from major conflicts in "post-war" Asia. We will conclude with a look at East Asia in the post-Cold War era.

Same as L22 History 3891

Credit 3 units. EN: H

L97 GS 3892 Modern Sculpture: Canova to Koons

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3892

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

L97 GS 390 Topics in Migration and Identity

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.)

more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization, and mass violence.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 GS 3900 EALC Seminar

This course traces the expansion of Buddhism from its origins in the Indian subcontinent through China, Korea and Japan, identifying both continuities and local developments as seen in the encounter/clash with preexisting traditions. We will adopt a multidisciplinary approach and explore the history, literature, philosophy, and practice of Buddhism in East Asia. Primary readings (all in English) are drawn from a wide range of genres - canonical scriptures, tale literature, hagiographic narratives, and archeological materials. We will also rely extensively on the rich visual and material heritage of Buddhism, looking at common iconographical motifs, popular deities and their many forms, and the ritual function of Buddhist objects in their respective contexts. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior coursework on Buddhism or East Asia is required.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H

L97 GS 3901 Topics in JIMES: Slow Violence and the Environment in the Modern Middle East

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L75 JIMES 390

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

L97 GS 3921 Imperialism and Sexuality: India, South Asia and the World (Writing-Intensive Seminar)

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Same as L77 WGSS 39SC

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 3922 Secular and Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion"

is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.
Same as L22 History 3921
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L97 GS 3941 Worldwide Translation: Language, Culture, Technology

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various Iphone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Basnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others. Prerequisite: None.
Same as L16 Comp Lit 394
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L97 GS 395C African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th Century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.
Same as L90 AFAS 322C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

L97 GS 396 Comintern: The Communist International's Global Impact

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and thirteen Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention

to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students will gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.
Credit 3 units. A&S IQ: HUM EN: H

L97 GS 400 Independent Study

Prerequisite: junior or senior standing. CONTACT MRS. TONI LOOMIS FOR APPROPRIATE SECTION NUMBER AND CORRESPONDING FACULTY. The student works directly with a Global Studies faculty member (mentor) to establish a research project and expectations for the outcome of the semester (readings; paper; etc.). Approvals of the mentor and the student's major advisor are required before enrolling in the course. Only one independent study can count as a 400 level elective towards the Global Studies major.
Credit variable, maximum 3 units.

L97 GS 4001 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: Junior standing or permission of instructor.
Same as L18 URST 400
Credit 3 units. A&S IQ: SSC, WI EN: S

L97 GS 4005 Directed Research in Global Studies

Students in Directed Research will be part of the Global Studies Undergraduate Research Assistant Team. Research assistants learn valuable skills and gain practical experience by working on Global Studies-affiliated faculty research projects. All Global Studies students are encouraged to apply, but the program will be especially beneficial for sophomores and juniors. Students meet for weekly workshops that introduce multidisciplinary research perspectives, skills, and resources. Students will be matched with a faculty research project and devote five hours of research work per week to the project. Students must complete a separate application and be approved by the instructor to enroll.
Credit 3 units.

L97 GS 4011 Popular Culture and Consumption in Modern China

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films, and material artifacts, we will investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports, and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy, or political science) required. Enrollment by instructor approval only.

Same as L48 Anthro 4011

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L97 GS 402 The Meaning of National Security in the 21st Century

The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L97 GS 4021 Transnational Reproductive Health Issues: Meanings, Technologies, Practices

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.

Same as L48 Anthro 4022

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L97 GS 4023 Second Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC

L97 GS 4033 Topics in East Asian Religion and Thought

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4034 Culture, Illness and Healing in Asia

This course examines the place of health, illness, and healing in Asian societies. We will explore how people experience, narrate, and respond to illness and other forms of suffering - including political violence, extreme poverty, and health inequalities. In lectures and discussions we will discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course will familiarize students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We will also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Same as L48 Anthro 4033

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L97 GS 4035 Chinese Politics

China, one the few remaining communist states in the world, has not only survived, but also become a global political actor of consequence with the fastest growing economy in the world. What explains China's authoritarian resilience? Why has the CCP thrived while other communist regimes have failed? How has the Chinese Communist Party managed to develop markets and yet keep itself in power? What challenges have the 1978 market reforms brought to the CCP regime? How has China been handling thorny issues such as corruption, pollution, instability in multiethnic border regions, Internet usage in the face of technological change, and COVID-19 pandemic? This course will explore these questions in three parts. It will prepare students with the political economic foundation to conduct research and/or analyze policies in contemporary China.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L97 GS 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: HUM EN: H

L97 GS 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L97 GS 4042 Islam Across Cultures

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.

Same as L48 Anthro 4042

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L97 GS 4050 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L97 GS 4052 Topics in Political Thought

Same as L32 Pol Sci 405

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

L97 GS 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L97 GS 4081 Disease, Madness, and Death Italian Style

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's Decameron to the midday madness of errant Renaissance knights, from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No Final.

Same as L36 Ital 408

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU:

BA, IS EN: H

L97 GS 4090 Gender, Sexuality, and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC

EN: S

L97 GS 4092 Beyond Geography: The Meaning of Place in the Near East

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring

in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: coursework in JINES and senior standing or permission of instructor.
Same as L75 JIMES 409
Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4101 German Literature and Culture, 1750-1830

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, G nderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Same as L21 German 4101
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

L97 GS 4102 German Literature and Culture, 1830-1914

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-si cle. Reading and discussion of texts by authors such as B chner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-H lshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Same as L21 German 4102
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

L97 GS 4103 German Literature and Culture, 1914 to the Present

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Boell, Bachmann, Grass, Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Same as L21 German 4103
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 4104 Studies in Genre

Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and

periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Same as L21 German 4104
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H, H

L97 GS 4105 Topics in German Studies

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D
Same as L21 German 4105
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

L97 GS 4107 Latin America and the Rise of the Global South

The rise of the global south - and the reordering of global geopolitics, economics and cultural imaginaries - is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa, and India, and we reflect on the changing role, meaning, and relationships of the United States in the region.
Same as L48 Anthro 4102
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L97 GS 4113 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the

graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required. Same as L92 APL 4111
Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L97 GS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes. Same as L48 Anthro 4134
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

L97 GS 4141 International Relations

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of international relations. We will explore seminal literature at the core of modern international relations theory. We will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 4150 The 19th Century French Novel: from Realism to Naturalism to Huysmans

In this seminar we will read some of the great realist novels of the nineteenth century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We will also examine Huysmans's *A REBOURS*, which was written in reaction to the excesses of Realism. We will determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We will consider its theoretical orientation, but we will also focus on the major themes it addresses: the organization of French society throughout the nineteenth century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prereq: Fr 325 and 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. 3 units. Same as L34 French 415
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4154 Decolonization to Globalization: How to End an Empire

The course examines questions of contemporary relevance by revisiting the history of European empire and decolonization in South Asia: Is the US an Empire? Have we deliberately or otherwise supported US Empire? Did the history of European empire "train" some people to further American imperial interests over the twentieth century? Is the Empire over? Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequities. A further setback arrived in the guise of US centered Globalization. The countries of Bangladesh, India, Pakistan, Nepal and Sri-Lanka have grappled differently with the many varieties of twentieth century transnational power. This course studies the histories of decolonization, nation-building, the Cold War and Globalization for those South Asian countries created since the 1940s. By considering the possibility that the US Empire is facing a radical collapse, the course delves into new and novel ways by which South Asians have interrogated, accepted, resisted and possibly overturned the multiple levels of power unleashed upon them since the formal end of European colonialism. Modern, South Asia. PREREQUISITE: Prior coursework in history or permission of the instructor.
Same as L22 History 4154
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 4180 Sexuality and Gender in East Asian Religions

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women - nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen - both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.
Same as L23 Re St 418
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L97 GS 4191 The French Islands: From Code Noir to Conde

The French have been dreaming about the tropics ever since transatlantic trade became possible in the sixteenth century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course will link these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we will attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and

the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prereq: Fr 325 and Fr 326. One-hour preceptorial for required for undergraduates. Same as L34 French 4191
Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4192 Tragedy and Farce in African Francophone Literature

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Media today commonly adopt a highly pessimistic tone when speaking of these phenomena, but literature from West Africa provides alternative ways of looking at the region, which today includes over 140 million French speakers. Reading authors such as Kourouma, Kane, Tansi, Tchicaya, and Lopes, we will consider the ways that literature enters into dialogue with political discourses represented both as tragedy and as farce. The main seminar (section 01) is taught in English; undergraduates also register for a weekly discussion (section A) conducted in French. Prereq: for undergraduates, Fr 325, 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.
Same as L34 French 4192
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4200 Nature, Technology, and Medicine in Korea

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as a EALC capstone course. Prerequisite: junior level or above or permission of instructor.
Same as L81 EALC 420
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

L97 GS 4201 International Relations of Latin America

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with

imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L97 GS 4215 Anthropology of Food

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first 2/3 of the course is reading intensive and discussion-intensive. Each student will write short review/response papers for major readings. For the final third, we will still be reading and discussing, but the reading load will be lighter (and we will have a field trip) as students devote more time to their research paper. The research paper will be a major effort on a topic discussed with and approved by the professor. In most cases it will have to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers will be critiqued, assigned a provisional grade, revised and resubmitted.
Same as L48 Anthro 4215
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L97 GS 422 Europe, Questions of Identity and Unity

Nation states and their cultures have been changed by globalization. Within this process, continentalisation has played an important role. The European Union is only half a century old, but continental unity has been discussed and demanded by European writers and thinkers for hundreds of years. We will read essays on Europe (its identity, its cultural diversity and its cultural roots, contemporary problems, and future goals) by writers like Coleridge, Madame de Staël, Novalis, Chateaubriand, Heine, Nerval, Hugo, Thomas Mann, Ernst Jünger, T.S. Eliot, Klaus Mann, de Madariaga, Kundera, Enzensberger, Frischmuth, and Drakulic; we will discuss studies re-inventing Europe by philosophers like the Abbé de Saint-Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we will deal with the mythological figure of Europa and her resurrections in the world of art; we will study the Nazarene painters of the early 19th century in Rome and will discuss portraits of Bonaparte by French painters of the time. CompLit students will meet with the instructor for an additional two hours per month.
Credit 3 units. A&S IQ: HUM, LCD BU: BA EN: H

L97 GS 4232 Contemporary Issues in Latin America

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how

incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L97 GS 4244 19th- and 20th-Century French Poetry

Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris.

One-hour preceptorial for required for undergraduates.

Same as L34 French 424

Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4245 Culture and Politics in the People's Republic of China: New Approaches

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4242

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4246 State Failure, State Success and Development

Why do some nations develop while others languish? This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. Knee-jerk ideologues from all parts of the political spectrum make competing arguments, most of which are overly simplistic and ignore good social science. Some argue that state involvement in the economy hinders economic activity and development, while others argue for greater state involvement. Such arguments are often poorly informed by systematic rigorous research. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world, or data. In so doing we will recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the simplistic ideological screeds that often dominate public discourse.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L97 GS 4253 Researching Fertility, Mortality, and Migration

Students will undertake research projects centering on the most fundamental demographic processes -- fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is expected and demographic statistics analyzed. Course readings will then include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students will work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course will be a component of the final term paper. Prerequisite: L48-3612 (Population and Society) or permission of instructor. Same as L48 Anthro 4253

Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

L97 GS 4264 Memory for the Future

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L97 GS 4274 Palestine, Israel, and the Arab-Israeli Conflict

This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Same as L22 History 4274

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 4281 Comparative Political Parties

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims consequences, and characteristics of modern party politics.

Same as L32 Pol Sci 4281

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L97 GS 4282 Political Ecology

An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include "overpopulation", agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: Graduate standing, Anth 361, or permission of instructor.

Same as L48 Anthro 4282

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L97 GS 4284 The New Sicilian School

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. Authors studied include Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Same as L36 Ital 428

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4290 Equity, Merit and Social Change: Higher Education Policy in International Comparison

Colleges and universities have long been sites for state development and political expression. Over the past decade, we have seen major protests focused on university campuses that draw attention to legacies of exclusion and oppression, economic accessibility, and decolonializing curricula. With the rise of neoliberal economic policies, universities are increasingly engaged in global competition. At the same, debates about who should go to college, for what purpose, and the social benefit of higher education are very old ones. This course places policy around racial and ethnic diversity and economic

mobility in international comparison through the development of sustained case studies. The first half of the course is dedicated to developing concepts and questions, often through a focus on the United States. The latter section delves deeply into case studies and developing tools for making cross-national comparisons.

Credit 3 units. A&S IQ: SSC EN: S

L97 GS 4302 Divergent Voices: Italian Women Writers

This course engages the fictional and political works of Italian women writers from the seventeenth century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.

Same as L36 Ital 430

Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

L97 GS 4311 Renegades and Radicals: The Japanese New Wave

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units. Mandatory weekly screening: Tuesdays @ 7 pm.

Same as L53 Film 431

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 4324 Divergent Voices: Italian Women Writers

This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

L97 GS 4325 Global Art Cinema

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War Two combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual, and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration, serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required Screenings.

Same as L53 Film 432

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 4330 Literature of the Italian Enlightenment

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings will include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We will study the rise and characteristics of "coffee culture" during this age. We will pay special attention to the "woman question," which stood at the center of eighteenth-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class will be conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prereq. Ital 323C or Ital 324C.

Same as L36 Ital 433

Credit 3 units. Art: HUM

L97 GS 4331 Topics in Comparative Politics

Same as L32 Pol Sci 4331

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L97 GS 4350 War and Peace

What happens when wars end? This course examines social experiences around violent conflict and its aftermath. How does the portrayal and memory of war shape future possibilities, whether in terms of social policy or ideas about civic inclusion? How does martial conflict shape social policies? We examine war and the social experiences of those adjacent to geopolitical conflict through the experiences of survivors, policy makers, soldiers and families, and international relief agencies. Our emphasis is in understanding the social implications of war. What are the social consequences of martial conflict? How is war represented to those not directly involved? How is war and its aftermath witnessed? How is its commemoration and remembrance constitutive for future action?

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L97 GS 4352 Open Economy Macroeconomics

This course will begin with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We will then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course will

also explore monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program.

Prerequisite: Econ 4021.

Same as L11 Econ 435

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 4357 The Holocaust in the Sephardic World

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L97 GS 4371 Caffè, Cadavers, Comedy, and Castrati: Italy and the Age of the Grand Tour

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-eighteenth through the early nineteenth centuries, we will explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations will be Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour will circumscribe our journey. Coffee houses first appeared in the eighteenth century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We will explore eighteenth-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches, and universities will be part of the standardized itinerary we will follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we will visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We will visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, will also be a point of interest in our travels. Through

primary and recently published secondary sources we will also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prereq: at least one 300-level literature course. Readings in Italian or English.

Same as L36 Ital 437

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM EN: H

L97 GS 4372 Contemporary Korean I: From Everyday Life to Professional Life

This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose.

Prerequisite: L51 428 (grade of B- or better) or permission of instructor.

Same as L51 Korean 437

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L97 GS 4392 Capitalism and Culture

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Same as L48 Anthro 4392

Credit 3 units. A&S IQ: LCD, SSC, SD Art: SSC EN: S

L97 GS 4410 Borders and Belonging: Citizens, Immigrants, Refugees

This course examines ideas, policies, and practices around migration and inclusion in global comparison. We will focus heavily on key issues for inclusion, including access to the labor market, housing, education, language policy, and political rights. Throughout the course, we examine the role of INGOS, states, and municipal organizations in resettlement and inclusion.

Students will have the chance to develop a project focused on a case of their choosing and hone writing skills for applied research settings.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN:

S

L97 GS 4414 Gender Analysis for International Affairs

Although for generations gender was ignored in theory and practice, it is a central but too often obscured dimension of the policy and practice of international affairs, relations, and development. In this transdisciplinary course, students take gender seriously as an analytical category and examine how masculinities, femininities, gender identities, and sexualities shape the construction, implementation, and outcomes of global governance, politics, economics, and interventions. By traversing both macro and micro levels, this course exposes students to diverse voices from around the world, which they utilize to conduct gender analyses of case studies relevant to their interests. Throughout, we will be mindful of (1) how gender functions in tandem with sexuality, class, race, religion,

and ethnicity (intersectionality); and (2) how multidimensional identities morph historically, regionally, and culturally. The student builds a gender analysis toolkit and practices what Cynthia Enloe describes as "feminist curiosity," exploring the relationship between gender and power in various aspects of international affairs.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU:

BA, IS EN: S

L97 GS 4415 Technology, Empire, and Science in China

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Same as L22 History 4415

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 4435 Memory, Tears, and Longing: East Asian Melodrama Film

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire—the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays, and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films—as well as films that challenge conventional definitions of melodrama—by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender, and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Same as L53 Film 443

Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4440 Topics in Chinese Language Cinema

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong-Kong, or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound), or issues (the relationship of film to literature, specific cultural movements or political events). Required Screenings. Same as L53 Film 444
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4441 The Forbidden City

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred. Same as L01 Art-Arch 444
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L97 GS 4442 The Jewish Experience in Eastern Europe

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics to be covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and antisemitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution. Same as L22 History 4442
Credit 3 units.

L97 GS 4450 Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar

with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.
Same as L05 Japan 445
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L97 GS 4451 Contemporary Politics in India

This seminar will examine current topics and controversies in contemporary Indian politics. The course will have three main foci: the links between politics and economic liberalization over the last two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics. Same as L32 Pol Sci 4451
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L97 GS 4452 Topics in Modern Japanese Literature

A topics course on modern Japanese literature; subject matter varies by semester Prerequisite: junior level or above or permission of instructor.
Same as L05 Japan 4451
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4453 Topics in Islam

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required. Same as L75 JIMES 445
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 GS 4462 History of Political Thought in the Middle East

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations,

distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 446

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L97 GS 448 Japanese Poetry

A comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read in English translation, although knowledge of Japanese will be useful. Graduate students and Japanese majors will be expected to read original materials extensively. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 448

Credit 3 units. Art: HUM

L97 GS 4481 Writing Culture

Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Same as L48 Anthro 4481

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L97 GS 4484 Japanese Prints: Courtesans, Actors and Travelers

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.

Same as L01 Art-Arch 4482

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L97 GS 4485 Topics in Irish Literature I: Modern Irish Narrative and Questions of Identity

Topics course in Irish literature.

Same as L14 E Lit 4485

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4490 Modern Japanese Women Writers (WI)

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available

in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 449

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

L97 GS 4491 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 4491

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L97 GS 4492 The Irish Literary Revival

The class will study major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W. I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Same as L14 E Lit 4492

Credit 3 units.

L97 GS 4496 East, Meet West: Asia Encounters Europe

This seminar, which is grounded in cross-cultural aesthetics, examines East Asian visual responses to European art and science from the 16th through 19th centuries. The same Western ideas and works that were first introduced by Jesuit missionaries, that were continued by merchants, and that culminated with colonial enterprises left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art before the course proceeds thematically through time to cover painting, cartography, woodblock prints, ceramics, and photography within transregional and transcultural contexts. One upper-level course in Art History is recommended but not required before taking this course.

Same as L01 Art-Arch 4494

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L97 GS 4510 Environmental Policy

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The

course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH
EN: S

L97 GS 4511 Urban Culture in Modern China

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L97 GS 4517 Anthropology and Development

What is 'development'? Economic progress for all? A slow and gradual 'improvement' in the human condition? Helping people with 'projects'? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned, or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists - as writers, analysts, and theorists - have engaged the theories, meanings, practices, and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique, and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art:
SSC BU: ETH EN: S

L97 GS 4520 International Climate Negotiation Seminar

This variable credit course (all students will register for 3 CREDITS) is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science and technology as they identify and analyze policy decisions across the international climate regime. The COP 27 meeting will be held in Sharm el-Sheikh, Egypt from November 7-18, 2022. The Subsidiary Body meetings will be in Bonn, Germany in spring of 2023 and are generally held in late May or early June. The number of students who can attend meetings is limited by the United Nations. We will do our best to have course participants attend either the COP or Subsidiary Body meetings. Students attend one week. Enrollment is limited. Indicate your interest by placing yourself on the waitlist (registering for 3 credits) and completing an application. All students will be placed on the waitlist upon registration and students will be selected to enroll from the waitlist after all the applications are reviewed. The application will be open in early March and will be available on the Climate Change Program website at www.climatechange.wustl.edu. Application review will begin April 22 and enrollment decisions will be made by Monday May 2. Participation in the course is possible without traveling to the meetings. The cost of meeting attendance is partially covered by the Climate Change Program and need based support is available. More information on cost is included on the application page. Pre-requisite: junior standing. The course is currently scheduled for Wednesday 4:00 - 6:50. Contact the instructor with questions at martin@wustl.edu.

Same as L82 EnSt 452

Credit variable, maximum 6 units. A&S IQ: SSC Arch: SSC Art:
SSC EN: S

L97 GS 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film

This course looks in depth at issues regarding women and gender in Korean literature and film. While it explores literary and cinematic representations of gender, the main goal of the class is to examine literature and film as sites for the very construction of gender. Readings include contemporary literary and theoretical works, as well as historical texts from the Colonial period (1910-1945) and the Choson dynasty (1392-1910), in order to understand women's issues in the context of historical development. Through textual criticism and theoretical readings, some of the questions to be discussed are: What is "feminine" and "masculine" in Korean culture, and how do they change (if they do)? How do these formations and changes relate to literary and cinematic portraits of gender on one hand and to gendered conceptions of literature and cinema on the other? How do socio-historical circumstances affect representations of gender? All readings are in English. Prior course experience in literature, film, or gender studies recommended. Prerequisite: junior level or above or permission of instructor.

Same as L51 Korean 455

Credit 3 units. A&S IQ: LCD EN: H

L97 GS 4560 English Novel of the 19th Century

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy.

Same as L14 E Lit 456

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L97 GS 457 Gender and Modernity in Latin America

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulation of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography.

Same as L45 LatAm 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L97 GS 4582 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course will explore the art of film direction. We will learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. REQUIRED SCREENING: [day, time].

Same as L53 Film 458

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 4590 Writing North Africa

Ever since the conquest of Algiers in 1830, the French have been fascinated by writing from and about North Africa. Beginning with nineteenth-century French travel narratives about Algeria, colonial-era writing defined ideas of the "exotic." As Algeria, Morocco, and Tunisia gained independence from France in the mid-twentieth century, North African authors often wrote their own postcolonial literature in the language of their former colonizer. These authors and their contemporary descendents continue to create and challenge the ideas of postcolonial francophone literature today. The main seminar sessions are taught in English, with additional required weekly undergraduate discussions (section A) in French. This seminar satisfies the post-Revolution requirement for French majors. Prereq: Fr 325 or 326. One-hour preceptorial required for undergraduates. Same as L34 French 459

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4611 Latin American Populism and Neo-Populism

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the

1920s, 1930s-60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics, and outcomes of classical populist and neo-populist governments and parties. Among the notable populist and neo-populist cases to be examined include: Peronism in Argentina, Velasquista in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchner in Argentina, and Hugo Chávez in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics will also be explored.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4615 Caricature: The Culture and Politics of Satire

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we will look at the caricatural traditions in France and England from the late 18th century through the early 20th century. Special emphasis will be placed on visual satire as a vehicle for social and political critique; on theories of humor (particularly Baudelaire and Bakhtin); and on the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philpon, and Gil. We will take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Prerequisites: L01 113, L01 215, or a 300-level course in modern European history or literature; or permission of instructor.

Same as L01 Art-Arch 4615

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L97 GS 4622 Labor and Labor Movements in Global History

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention will be given to Latin American workers and labor movements. In particular, it will examine the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L97 GS 4630 Modernity, Culture and the State in Mexico

This course is an advanced seminar on the process of the cultural, ideological and institutional modernization of Mexico. Drawing on readings from fields such as history, cultural anthropology, political sociology and cultural theory, the course discusses the shaping of various forms of social subjectivity and cultural ideology that sustained the formation and development of the state. The course also engages with the identities and processes that led both to the formation of structures of citizenship and to the contestation of state power. This course is structured chronologically, following the development of three

interrelated processes unfolding between 1810 and the present: (1) the creation of state institutions and ideology and their evolution in relationship to events such as the liberal Reforma of the 1850s and the Mexican Revolution; (2) the cultural and social implication of processes of capitalist development, modernization and globalization; and (3) the ways in which Mexico's histories of sociocultural difference led to political and cultural insurgencies and rebellions. This course fulfills the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, L45 305, any other 300-level course with significant focus on Mexico, or permission of instructor.

Same as L45 LatAm 4630

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L97 GS 4631 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.

Same as L45 LatAm 4631

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

L97 GS 4633 20th-Century Latin American Revolutions

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social, and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes, and outcomes of the Mexican, Cuban, and Nicaraguan revolutions. The course also analyzes late 20th century guerrilla movements in El Salvador and Peru.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L97 GS 4641 Japanese Textual Analysis

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required.

Prerequisite: permission of instructor.

Same as L05 Japan 464

Credit 3 units. A&S IQ: LCD EN: H

L97 GS 4650 Cities, Race and Development in Latin America

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None. Same as L45 LatAm 465

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, IS EN: H

L97 GS 4652 Latin American Subcultures

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American

subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors. Same as L45 LatAm 4650
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L97 GS 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges

This course provides an overview to the geographies of development throughout Latin America. We will begin by examining a variety of theoretical perspectives, definitions and critiques of 'development'. We will highlight the uneven processes of development at multiple, overlapping scales and the power imbalances inherent in much of development discourse. In the second half of the course we will focus our considerations towards specific contemporary trends and development issues, utilizing case studies drawn primarily from Latin America. These themes will include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and gender issues, participatory development, and micro-credit and conditional cash transfers. Students will acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America. Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L97 GS 4662 Central American Geographies of Violence

This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence, but also thinking relationally about the multiple, overlapping scales of activity, both within and beyond the region. The course is divided into three parts. In the first section of the course we begin with an overview of the foundations for understanding violence in Central America. In addition to covering the physical and human geography of the region we also delve into various ways of defining violence, with a particular emphasis on how geographers conceptualize violence. In the second section, we delve into various theoretical approaches for understanding the nature of multiple types of violence and draw from historical and contemporary events in Central America. In the third section of the course we take a closer look at specific case studies in the region, covering topics such as genocide, alcoholism, immigration, gangs and drug-trafficking. Sophomore standing or above. Credit 3 units. A&S IQ: LCD, SC, SD EN: H

L97 GS 4664 Popular Culture and the Representation of Youth in Latin America

The objective of this course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production in different Latin American countries. The roles of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact

of violence, fear, and social inequality in early life. The analysis of films, literary texts, critical studies and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 165D or another Latin American Studies course. Same as L45 LatAm 466
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 467 The Chinese Theater

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor
Same as L04 Chinese 467
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L97 GS 4675 Beyond the Harem: Women, Gender, and Revolution

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies. Same as L22 History 4675
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L97 GS 4692 Reading Across Languages and Cultures: Theory, Research and Practice

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies. Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

L97 GS 4710 Topics in Modern Arabic Literature in Translation

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L97 GS 4711 Topics in Japanese Culture

A topics course on Japanese culture; topics vary by semester. Same as L03 East Asia 471

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4712 Topics in Religious Studies: Gender and Religion in China

In this course, we explore the images, roles, and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes towards the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: Senior/Graduate Standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S IQ: HUM, LCD

L97 GS 4731 Global Political Economy

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism, and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance, and multinational production) on domestic governments and societies?

Same as L32 Pol Sci 4731

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

L97 GS 474 National Narratives and Collective Memory

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological, and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.

Same as L48 Anthro 474

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L97 GS 4750 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings Thursdays @4pm.

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 4761 Politics of Global Finance

Global finance underwent stunning transformations over the past thirty years. The changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. The seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L97 GS 4762 Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. PREREQ: CLA 341C OR 342C OR 345C OR 346C OR PERMISSION OF INSTRUCTOR.

Same as L08 Classics 476

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L97 GS 4771 Native and Cosmopolitan Modernisms:

American and European Art between the Two World Wars

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, the content of this course begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism during the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, which are linked to a search for roots on the one hand and to a desire for forms of spatial and social mobility on the other. By comparing the "homegrown" and expatriate experiences, we will consider divergent attitudes toward identity, gender, nation, time, and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4770

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM, HUM BU: HUM, IS EN: H

L97 GS 479 Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era, 1919-1949

A seminar on modern Chinese literature with varying topics. Prerequisite: junior level or above or permission of instructor. Same as L04 Chinese 479

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 GS 4790 Senior Seminar in Religious Studies: Governing Religion

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L97 GS 4800 Topics in Buddhist Traditions

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.

Same as L23 Re St 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

L97 GS 4801 Reading Seminar in Chinese Popular Literature and Culture

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4810 Global Structures and Problems

This course examines social problems around the world and their relationship to globalization - that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems - such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality - and these issues' links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century.

Same as L40 SOC 4810

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: BA, IS EN: S

L97 GS 4816 Art and Culture in Fin-de-Siecle Europe

This course presents an examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, and Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and cafe culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive, and the impact of nationalism and feminism on the arts. Prerequisites: L01 215 and any 300-level course in 19th-century art, literature, or history; or permission of instructor.

Same as L01 Art-Arch 4816

Credit 3 units. Art: AH

L97 GS 4820 War, Migration, and Human Rights

In this course we will explore the recent history of displacement and human rights; this includes the origins of laws that still govern the lives of refugees and asylum seekers. While migration has been a constant in history, we will center our inquiries on more recent events, beginning in the 1930s and up to the present day. We will pay close attention to several conflicts that led not only to global displacements, but that also raised important questions about human rights. These conflicts include, but are not limited to: the Spanish Civil War, World War II, and the Vietnam War. While most of our more contemporary sources will involve migration to the United States from Latin America, we will also address the present flow of people across visible and invisible borders in other parts of the world. We will work our way through complex arguments about extremely contentious and timely topics and make use of primary sources and secondary literature, fiction, memoirs, film and other media. The last section of the class will center on different research and writing methods.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

L97 GS 484 Core Seminar in East Asian Studies

This course introduces students to some of the major approaches and methodologies scholars have used for studying East Asia in the humanities and social sciences. Together we will discuss the history of Asian Studies and influential scholarship to identify how others have formulated questions about East Asia, and how they have attempted to answer them. This will provide the means for students to orient themselves in the field of East Asian Studies and begin to generate scholarly questions and answers of their own. Open to juniors and seniors majoring

or minoring in EAS, EALC, History, Art History, or other East Asia-related fields. Required of MA and MBA/MA students in East Asian Studies, and second year JD/MA students in East Asian Studies. Open to graduate students focusing on East Asia in other disciplines. Undergraduates register for L03 484. Graduates for L03 584.

Same as L03 East Asia 484

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L97 GS 4842 The Japanese Empire in Asia, 1874-1945

This course examines the expansion of the Japanese Empire in Asia from 1874-1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. The course will explore the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Same as L22 History 4842

Credit 3 units.

L97 GS 4844 Women and Confucian Culture

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Same as L22 History 4844

Credit 3 units.

L97 GS 485 Preparation for Global Studies Honors Thesis

Required for GS senior thesis writers, this course addresses the methods and mechanics of research and writing in GS, concurrently with independent work with the thesis advisor. The seminar provides structure, guidance, and response to your work. Students will already have identified a thesis topic; in the seminar, they will identify a research question and develop a thesis proposal. In workshop format, students will examine one another's research questions, hypotheses, and methods of analysis. In additional sessions, students will learn the basics of several models of electronically assisted research, and they will develop and refine presentation skills through the presentations of their proposals and results at various stages of progress. Prerequisites: 1) a GPA of 3.65 at the time of application to the thesis program; 2) the identification of a thesis advisor; and 3) the approval of the GS Honors Program Director. Attendance is required.

Credit 3 units.

L97 GS 4850 Topics in Jewish Studies

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Same as L75 JIMES 485

Credit 3 units. BU: HUM EN: H

L97 GS 4854 Gauguin in Polynesia: the Late Career

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siecle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early twentieth century. Readings will range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to post-colonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We will visit the St. Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. PRE-REQUISITE: AT LEAST ONE UPPER-LEVEL COURSE IN MODERN ART HISTORY, OR PERMISSION OF THE INSTRUCTOR.

Same as L01 Art-Arch 4854

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L97 GS 4856 French Art and Politics in the Belle Epoque

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Same as L01 Art-Arch 4856

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L97 GS 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of "Orientalism" Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings. 3 credits

Same as L53 Film 485

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L97 GS 486 Global Studies Senior Honors Thesis

Second semester of the Global Studies Senior Honors Thesis. Enroll in the section number that is unique to your thesis advisor. While this course earns you 3 credits, those may not be counted toward the GS major requirements. The course involves intensive research leading to the completion of your GS honors thesis conducted under the supervision and guidance of a faculty sponsor.
Credit 3 units.

L97 GS 4861 Gauguin Then and Now: Art, Myth, and Controversy

This course is an examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu of colonialism in which he worked in France, Polynesia, and the Caribbean. Topics include avant-garde Impressionist and Symbolist cultures, the power of the art market/dealer system, the artist's writings (in translation), French colonial culture and pervasive myths of island paradise, and the pressing critiques offered today by postcolonial and feminist theory. The final third of the course will focus on the varied global reception of his work in the 20th and 21st centuries as well as controversies surrounding his art, writings, and legacies, particularly among contemporary Pacific Islander artists and artists of color. We will consult local museum collections as possible and perhaps take a class trip to Chicago to see essential collections. Prerequisite: L01 215 or any 300-level course in art history, or permission of instructor.

Same as L01 Art-Arch 4861

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

L97 GS 4864 Exoticism and Primitivism in Modern Art

An interdisciplinary investigation of the development of exoticism and primitivism in European and American Art from the Enlightenment to the Second World War. Topics include exoticist representations of non-western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of modernist primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Segalen, Picasso, and Matisse. PREREQUISITE: ANY 300 LEVEL COURSE IN ART HISTORY, PERMISSION OF THE INSTRUCTOR.

Same as L01 Art-Arch 4864

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L97 GS 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the St Louis Art Museum. Other key artists include Degas, Morisot, Renoir, and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist

abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.

Same as L01 Art-Arch 4867

Credit 3 units. A&S IQ: HUM, LCD Art: AH EN: H

L97 GS 4869 Reading War and Peace

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's War and Peace in its entirety. Set during the Napoleonic wars (1805-1812), War and Peace takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for War and Peace and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L97 GS 4872 Colonial Cities and the Making of Modernity

Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Same as L22 History 4872

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

L97 GS 4876 Advanced Seminar in History: Mexican Agriculture: Land, Politics and Development

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Same as L22 History 4876

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L97 GS 4879 Marking History: Painting and Sculpture After World War II in the U.S., France and Germany

This seminar focuses on the aesthetic, cultural, and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange -- biennials as well as gallery and museum exhibitions -- in which France, Germany, and the United States participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schumacher, and Hans Hartung. Students with reading skills in German or French are encouraged. Prerequisite: L01 215 or permission of instructor. Same as L01 Art-Arch 4879
Credit 3 units. A&S IQ: HUM EN: H

L97 GS 4883 The Political Economy of Health

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: Junior standing or above. Same as L48 Anthro 4883
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L97 GS 4885 Advanced Seminar: Medicine, Disease and Empire

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.
Same as L22 History 4885
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 489 Topics in Modern Chinese Literature

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: junior level or above or permission of instructor.
Same as L04 Chinese 489
Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L97 GS 4896 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.
Same as L04 Chinese 4891
Credit 3 units. A&S IQ: LCD, SSC Arch: HUM, SSC Art: SSC EN: S UColl: CD

L97 GS 4910 Topics in Islamic Thought

This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering.
Same as L23 Re St 490
Credit 3 units. A&S IQ: HUM, LCD

L97 GS 4912 Modern Japan and the Invention of Tradition

A discourse of "uniqueness" has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course explores the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we also consider a range of artistic, cinematic, and cultural production. Considerable attention is paid to 'Nihonjinron,' an important--and best-selling--genre of "Japanese uniqueness" writing. Our goal is to make sense of the complex intersection of traditionalism and modernism in 20th century Japan, and to consider the larger question of modern nationhood and the construction of national identity.
Same as L03 East Asia 4911
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 GS 4914 Advanced Seminar in History: Japan in World War II - History and Memory

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We will trace the war, from the first Japanese military attack on China in 1931 through the US atomic bombings of Hiroshima and Nagasaki in 1945. We will also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia, and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of Memory Studies in History.
Same as L22 History 4914
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L97 GS 4918 Postmodernism

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past fifty years. Students will study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganelli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis will focus on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prereq for Italian majors: Ital 307D, or permission of instructor.
Same as L36 Ital 491
Credit 3 units.

L97 GS 4920 The Italian Detective Novel

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course will explore the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Same as L36 Ital 492

Credit 3 units. Art: HUM

L97 GS 4936 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war. Same as L16 Comp Lit 493

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L97 GS 4945 Comparative Literature Seminar: Diverse Topics in Literature

This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details.

Same as L16 Comp Lit 494

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L97 GS 4952 Seminar in Comparative Literature

Seminar in Comparative Literature Studies. Topics Vary. See course listings for current semester's offering.

Same as L16 Comp Lit 495

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L97 GS 4970 Guided Readings in Korean

This course is normally be taken after successful completion of Korean 418, or by instructor's permission. May be repeated once. Prerequisite: permission of instructor.

Same as L51 Korean 497

Credit variable, maximum 3 units. EN: H

L97 GS 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4975

Credit 3 units. A&S IQ: HUM Art: AH EN: H

L97 GS 4976 Global Asia

This course engages a new methodological approach to Asia that expands beyond the spatial concept of the region as a set of political entities occupying a specific part of the world. Global Asia seeks to open up avenues of inquiry to accommodate the study of flows of people, ideas, and practices across Asia and throughout the world. It provides the opportunity to consider Asian communities as they manifest themselves in different places and different ways. We begin with a survey of past attempts to define, understand, and manage Asia, which resulted in an area studies approach. We then engage transnational and interdisciplinary efforts, and we conclude by considering the possibility that Global Asia can challenge and perhaps unseat the reigning epistemologies that exist today.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: IS EN: H

L97 GS 498 Guided Readings in Chinese

Course normally taken after successful completion of Chi 428. May be repeated once for credit. Prerequisite: senior or graduate level or permission of instructor.

Same as L04 Chinese 498

Credit variable, maximum 3 units.

L97 GS 4981 Advanced Seminar in History: Historical Perspectives on Human Rights and Globalization

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of your choice.

Same as L22 History 4981

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 GS 4982 Advanced Seminar in History: Women and Confucian Culture in Early Modern East Asia

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan. Same as L22 History 4982
Credit 3 units.

L97 GS 499 Guided Readings in Japanese

Prerequisites: senior or graduate level or permission of the instructor. Course usually taken after successful completion of Japan 459. May be repeated once.
Same as L05 Japan 499
Credit variable, maximum 3 units.

L97 GS 4995 Advanced Seminar in History: Incredible India!

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.
Same as L22 History 49SC
Credit 4 units. A&S IQ: HUM, LCD EN: H

L97 GS 49CA Advanced Seminar in History: Religion and the Secular: Struggles over Modernity

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.
Same as L22 History 49CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 GS 49MG Advanced Seminar in History: Planning Global Cities

This team-taught advanced seminar will address the history and theory of a variety of metropolitan environments from the mid-nineteenth century to the present. Readings will move from the nineteenth century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities like Manila or Caracas

and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions like urban renewal, the emergence of the preservation movement and new urbanism.
Same as L22 History 49MG
Credit 3 units.

L97 GS 49NR Advanced Sem in History: Egypt & the Arab Spring: Middle Eastern Revolution in Historical Perspective

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.
Same as L22 History 49NR
Credit 3 units. A&S IQ: HUM, LCD EN: H

Concentration in Development

The Major in Global Studies — Concentration in Development

All societies change over time, sometimes for better and sometimes for worse. In this concentration, students explore different conceptions of development and consider why some societies develop while others languish. What accounts for disparities in longevity, wealth, and access to food and health care? How can we explain differences in extreme poverty, malnutrition, and treatable disease? Students consider how societies move from being heavily rural to having higher levels of urbanization. What explains differences in political, civil, and economic liberties? What accounts for differences in gender rights and opportunities? What are the implications of climate change and environmental distress?

Concentration objectives: The Global Studies concentration in development offers an interdisciplinary approach to examine why some societies develop politically, socially, and economically while others languish. Students can explore disparities in wealth, political freedoms, gender rights, urbanization, access to basic resources like food and health care, environmental conditions, and social justice.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.

- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 3 units of Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines
- 9 units of advanced course work from the Core Courses list (300-400 level)
- 15 units of advanced course work (300-400 level)
- 3 units of additional course work (any level)

Africa, East Asia, Europe, Latin America, the Middle East, South Asia and North America are considered world areas for the development concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Introductory courses (choose two from this list, for a total of 6 units):

Code	Title	Units
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 255	Introduction to Africana Studies	3
AMCS 250	Topics in Asian American Studies: Intro to Asian American & Pacific Islander Studies	3
Anthro 132	First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies & Global Civilization	3
Anthro 160B	Introduction to Cultural Anthropology	3
BEYOND 160	Gender, Youth, and Global Health	3
Biol 2950	Introduction to Environmental Biology	3
Chinese 227C	Chinese Civilization	3
Chinese 270	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
EPSc 111	Introduction to Global Climate Change in the 21st Century	3

EPSc 116A	Resources of the Earth	3
EPSc 201	Earth and the Environment	4
EPSc 219	Energy and the Environment	3
EPSc 221A	Human Uses of the Earth	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 208	First-Year Seminar: Economics and Society	3
EnSt 110	Environmental Issues	3
EnSt 290	Sophomore Seminar in Sustainability and the Environment	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 117	Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems	3
FYP 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
GIS 200	Introduction to GIS (U90)	3
GS 103B	First-Year Seminar: International Public Affairs	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 160	World Politics and the Global Economy	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
History 102C	Western Civilization II	3
History 102D	Introduction to Modern European History	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3

History 1640	Health and Disease in World History	3
History 2093	Mobilizing Shame: Violence, the Media and International Intervention	3
History 2119	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
History 2171	Who Died and Made Them Kings? People, Politics and Power in the Atlantic World	3
History 2356	From St. Louis to Shanghai: Cities and Citizens in Global Urban History	3
History 270	Globalization and its Discontents	3
IPH 207C	Modern Political Thought: Text and Traditions	3
Japan 226C	Japanese Civilization	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3
Math 1011	Introduction to Statistics	3
Math 2200	Elementary Probability and Statistics	3
MEC 290	Microeconomics	3
MEC 292	Global Economy	3
Phil 100G	Logic and Critical Analysis	3
Phil 131F	Present Moral Problems	3
Phil 233F	Biomedical Ethics	3
Phil 235F	Introduction to Environmental Ethics	3
Physics 171A	Physics and Society	3
Pol Sci 102B	Introduction to Comparative Politics	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3
Pol Sci 2010	Introduction to Environmental Policy	3
RelPol 290	Islamophobia & U.S. Politics	3
SOC 106	Social Problems and Social Issues	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2110	Social Inequality in America	3
URST 101	First-Year Seminar: Introduction to Urban Studies	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3

Core courses (choose three from this list, for a total of 9 units):

Code	Title	Units
Anthro 3206	Global Gender Issues	3
Anthro 3283	Introduction to Global Health	3
Anthro 3391	Economies as Cultural Systems	3
Anthro 3612	Population and Society	3
Anthro 3874	International Public Health	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Econ 451	Environmental Policy	3
GS 3040	International Law and Politics	3
GS 314B	International Politics	3
GS 328B	Gateway to Development	3
GS 3575	U.S. Foreign Policy: Theory and Practice	3
GS 376	International Economics	3
GS 402	The Meaning of National Security in the 21st Century	3
GS 4141	International Relations	3
GS 4246	State Failure, State Success and Development	3
GS 4622	Labor and Labor Movements in Global History	3
GS 4761	Politics of Global Finance	3
History 3593	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3
History 3741	History of United States: Foreign Relations: 1920-1989	3
History 3743	History of U.S. Foreign Relations Since 1920	3
IA 511	International Law and Human Rights (U85)	3
IA 519	International Growth and Development, Inequality, and Transitional Justice (U85)	3
IA 535	American Foreign Policy	3
IA 5571	Politics of Global Finance (U85)	3
IA 574	International Relations	3
IA 5772	State Failure, State Success and Development (U85)	3
Pol Sci 3171	Topics in Politics	3
Pol Sci 332B	Environmental and Energy Issues	3
Pol Sci 339	Topics in Politics	3
Pol Sci 373	International Political Economy	3
Pol Sci 4070	Global Justice	3

Pol Sci 4731	Global Political Economy	3
Pol Sci 4791	Political Economy of Development	3
Pol Sci 4792	Globalization and National Politics	3
SOC 3001	Social Theory	3
SOC 4810	Global Structures and Problems	3

Research methods courses (choose one from this list, for a total of 3 units):

Code	Title	Units
Anthro 3284	Public Health Research and Practice	3
Anthro 4123	Argumentation Through Ethnography	3
Anthro 4253	Researching Fertility, Mortality and Migration	3
Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 4481	Writing Culture	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 307X	Community Building	3
CFH 400W	Merle Kling Undergraduate Honors Fellowship Seminar	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
Econ 413	Introduction to Econometrics	3
Econ 414	Econometric Techniques (U07)	3
EnSt 380	Applications in GIS	3
GIS 200	Introduction to GIS (U90)	3
GIS 300	Advanced GIS (U90)	3
GIS 303	Digital Cartography (U90)	3
GIS 421	Spatial Data Modeling and Design (U90)	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 4005	Directed Research in Global Studies	3
GS 4414	Gender Analysis for International Affairs	3
History 301T	Historical Methods — Transregional History	3
IA 524	Process and Design of Research (U85)	3
IA 5410	Alternative Analytic Techniques for International Affairs (U85)	3
Math 1011	Introduction to Statistics	3
Math 2200	Elementary Probability and Statistics	3

Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
Math 475	Statistical Computation	3
NPM 450	Social Entrepreneurship	3
Phil 321G	Philosophy of Science	3
Pol Sci 3011	Computational Modeling in the Social Sciences	3
Pol Sci 362	Politics and the Theory of Games	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 4271	Topics in Politics:	3
Pol Sci 495	Research Design and Methods	3
Psych 300	Introduction to Psychological Statistics	3
SOC 3050	Statistics for Sociology	3

Advanced courses: Choose five courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/development/>) and master course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Arabic
- Architecture
- Art History
- Biology and Biomedical Sciences
- Chinese
- Classics
- Comparative Literature
- Earth and Planetary Sciences
- East Asian Languages and Cultures
- Economics
- Education
- Environmental Studies
- Film and Media Studies
- Finance (Business School)
- German
- Global Studies
- History
- Interdisciplinary Studies
- Italian
- Jewish, Islamic, and Middle Eastern Studies
- Korean
- Latin American Studies
- Management (Business School)

- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religion and Politics
- Religious Studies
- Russian
- Social Administration (Social Work)
- Sociology
- Spanish
- University College — International Affairs; International Studies; Nonprofit Management; Sustainability
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://arts.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselists/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Concentration in Eurasian Studies

The Major in Global Studies — Concentration in Eurasian Studies: New Silk Roads

This concentration focuses on the social, cultural, and economic interconnections among the peoples of Eurasia. We define Eurasia as the vast landmass stretching east to west from China to Europe and north to south from Siberia into the Caucasus, the Crimean Peninsula, Central Asia, and the Himalayas. Ancient trade routes that crisscrossed the interior spaces of Europe and Asia, known collectively as the Silk Road, served as a globalizing thoroughfare for the movement of peoples, cultural practices, religious values, and commodities. Recent infrastructural improvements in these areas — as well as international economic, environmental, and political concerns — have once again opened up transnational economic networks and cross-cultural exchange along these "new silk roads."

For this concentration, students draw from a variety of disciplines to study not only specific geographical regions but also vital intersections and interrelationships among regions and peoples.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.

- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 3 to 6 units of introductory course work (100-200 level)
- 30 to 33 units of advanced Eurasian studies course work (300-400 level) dealing with three different regions (e.g., Eastern, Western, and Central Eurasia) or with a transregional focus
- Students must fulfill the standard Global Studies language requirement (<https://ias.wustl.edu/ias-major-requirements/#secondary>) with Arabic, Chinese, Hebrew, Hindi, Persian, Russian or another Eurasian language as determined in consultation with their Global Studies advisor.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Advanced courses: Choose 10 or 11 courses from current, relevant, internationally focused course offerings in the following areas of study.* All courses must be approved by the student's Global Studies advisor in order to count for the major.

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

- Anthropology

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3617	Past and Present Cultural Environments	3
Anthro 374	Social Landscapes in Global View	3
Anthro 376	Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth	3
Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4033	Culture, Illness and Healing in Asia	3
Anthro 4041	Islam and Politics	3

Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 474	National Narratives and Collective Memory	3
Anthro 4761	The Pleistocene Peopling of Eurasia	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3

- Applied Linguistics

Code	Title	Units
APL 4023	Second-Language Acquisition and Technology	3
APL 4111	Linguistics and Language Learning	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3

- Arabic

Code	Title	Units
Arab 352	Iraqi Literature	3

- Art History

Code	Title	Units
Art-Arch 3415	Early Chinese Art: From Human Sacrifice to the Silk Road	3
Art-Arch 4924	1968 and its Legacy	3

- Chinese

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Chinese 342	Modern and Contemporary Chinese Literature	3

- Classics

Code	Title	Units
Classics 345C	Greek History: The Dawn of Democracy	3
Classics 346C	Greek History: The Age of Alexander	3

- Comparative Literature

Code	Title	Units
Comp Lit 376	Refugees: Displacement and Asylum in World Literature	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3

- East Asian Languages and Cultures

Code	Title	Units
East Asia 3405	Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives	3
East Asia 4242	Culture and Politics in the People's Republic of China: New Approaches	3

- Environmental Studies

Code	Title	Units
EnSt 380	Applications in GIS	3
EnSt 402	Topics in Environmental Science: International Energy Politics	3

- Film and Media Studies

Code	Title	Units
Film 475	Screening the Holocaust	3
Film 485	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3
Film 507	The 007 Saga: James Bond and the Modern Media Franchise	3

- Global Studies

Code	Title	Units
GS 3006	Global Health and Language	3
GS 3040	International Law and Politics	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 328B	Gateway to Development	3
GS 3512	"Model Minority": The Asian American Experience	3
GS 3575	U.S. Foreign Policy: Theory and Practice	3
GS 364	Anarchism: History, Theory, and Praxis	3
GS 374	Russian Literature at the Borders: Multiculturalism and Ethnic Conflict	3
GS 3750	Topics in Russian Literature and Culture (WI)	3
GS 376	International Economics	3
GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 384	Migration and Modernity in Russia and the (Former) Soviet Union	3
GS 386	Empire in East Asia: Theory and History (WI)	3
GS 3866	Interrogating "Crime and Punishment"	3
GS 389	Furies and Die-Hards: Women in Rebellion and War	3

GS 396	Comintern: The Communist International's Global Impact	3
GS 402	The Meaning of National Security in the 21st Century	3
GS 4035	Chinese Politics	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
GS 4246	State Failure, State Success and Development	3
GS 4350	War and Peace	3
GS 4414	Gender Analysis for International Affairs	3
GS 4622	Labor and Labor Movements in Global History	3
GS 4761	Politics of Global Finance	3
GS 4869	Reading War and Peace	3

• Hindi

Code	Title	Units
Hindi 353	Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)	3

• History

Code	Title	Units
History 301T	Historical Methods — Transregional History	3
History 3045	Hot Peace: U.S.-Russia Relations Since the Cold War	3
History 3073	The Global War on Terrorism	3
History 3122	Race, Caste, Conversion: Social Movements in South Asia	3
History 313C	Islamic History: 600-1200	3
History 335C	Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History	3
History 3350	Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries	3
History 3354	Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe	3
History 3416	War, Genocide and Gender in Modern Europe	3
History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 3548	Gender, Sexuality and Communism in 20th-Century Europe	3
History 3559	Socialist and Secular? A Social History of the Soviet Union	3
History 357	All Measures Short of War	3

History 3598	The First World War and the Making of Modern Europe	3
History 3680	The Cold War, 1945-1991	3
History 3681	The U.S. War in Iraq, 2003-2011	3
History 3810	Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4274	Palestine, Israel and the Arab-Israeli Conflict	3
History 49SC	Advanced Seminar: Inventing India	4

• Jewish, Islamic, and Middle Eastern Studies

Code	Title	Units
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
JIMES 3622	Topics in Islam	3
JIMES 373	Topics in Near Eastern Cultures	3
JIMES 442	Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)	3
JIMES 445	Topics in Islam	3
JIMES 446	History of Political Thought in the Middle East	3
JIMES 4970	Empire and Messianism in the Middle East	3

• Political Science

Code	Title	Units
Pol Sci 372	Topics in International Politics	3
Pol Sci 393	History of Political Thought III: Liberty, Democracy and Revolution	3

• Psychological and Brain Sciences

Code	Title	Units
Psych 413	Contemporary Topics in Social Psychology	3

• Religious Studies

Code	Title	Units
Re St 311	Buddhist Traditions	3
Re St 3392	Topics in South Asian Religions	3

• Russian Language and Literature

Code	Title	Units
Russ 332	Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer	3
Russ 350C	The 19th-Century Russian Novel (Writing Intensive)	3
Russ 372	Dostoevsky's Novels	3

- Sociology

Code	Title	Units
SOC 3710	Sociology of Immigration	3

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://artsci.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Concentration in European Studies

The Major in Global Studies — Concentration in European Studies

This concentration focuses on the new Europe and its historical and cultural contexts, attempting to understand the European contribution to world politics and cultural exchange. It involves the study of both traditional and new European cultural products (e.g., literature, film, visual art, electronic media) as well as of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake but also help them to discover the ways in which the continent connects with other parts of the world. The concentration is committed to interdisciplinary approaches, and students may take courses in the traditional language-and-literature disciplines as well as in anthropology, art history, economics, film, history, music, philosophy, and political science.

The concentration defines the geography of modern Europe to include the Atlantic world as well as its Eurasian and Mediterranean neighbors.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 3 units of introductory course work (100 or 200 level)
- 3 units of European history course work (300 level or above from history department offerings on Europe [from 1750 forward])
- 3 units of non-European world area course work (any level)
- 27 units of advanced European studies course work (300-400 level; at least one course must focus on gender, race, or class)
- Students must fulfill the standard Global Studies language requirement (<https://ias.wustl.edu/ias-major-requirements/#secondary>) with a European language consistent with their study abroad location (e.g., French, German, Italian, Portuguese, Spanish).

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Introductory course work (choose one from this list, for a total of 3 units):

Code	Title	Units
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 244	Introduction to European Studies	3
History 102C	Western Civilization II	3
History 102D	Introduction to Modern European History	3
History 229	Modern European History: Migrations, Nation States, Identities	3

Non-European area course work (3 units):

We consider world areas to be Africa, East Asia, Latin America, the Middle East, and South Asia. Courses that may be used to satisfy this requirement may include advanced area-specific courses or the following lower-level courses:

Code	Title	Units
AFAS 209B	African Studies: An Introduction	3
AFAS 2230	The African Diaspora: Black Internationalism Across Time and Space	3
AMCS 250	Topics in Asian American Studies: Introduction to Asian American and Pacific Islander Studies	3
Art-Arch 111	Introduction to Asian Art	3

East Asia 227C	Chinese Civilization	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
History 2171	Who Died and Made Them Kings? People, Politics and Power in the Atlantic World	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3

Advanced course work: Students choose nine courses from current European-focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/european-studies/>) and master course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Art History
- Classics
- Drama
- Economics
- Education
- Film and Media Studies
- Global Studies
- History
- Interdisciplinary Project in the Humanities
- Jewish, Islamic and Middle Eastern Studies
- Languages and Literatures
- Music
- Philosophy
- Political Science
- Sociology
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://artsci.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval

from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.

- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Concentration in Global Asias

The Major in Global Studies — Concentration in Global Asias

"Global Asias" provides the means for students to study Asia transnationally and transculturally, thereby expanding the geographic concept of the region beyond a set of political entities occupying a specific world region. East Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are all part of this concentration, with the goal of recognizing that the flows of people, objects, ideas, and practices of Asia have spread across the region and around the globe. Drawing on a range of approaches, the Global Asias concentration provides the means to study "Asia" in its many manifestations — in the past and in the present — in our world today.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 3 units of introductory course work (100-200 level)
- 6 units of multiethnic, diaspora, transnational, or transregional Asia-related course work (at least 3 units at the 300-400 level)
- 24 units of advanced Global Asias course work (300-400 level; at least one course must focus on premodern Asias [pre-1850])
- 3 units of core course work: GS 4976 Global Asias
- East Asia, North Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are the relevant areas for the Global Asias concentration. A student must complete one course in at least three of these areas or with a transregional focus.

- Students must fulfill the standard Global Studies language requirement (<https://ias.wustl.edu/ias-major-requirements/#secondary>) with Arabic, Chinese, Hindi, Japanese, Korean, or Urdu. Russian may be considered upon petition if a student is a native speaker of one of the listed languages or has tested into the fourth year of one of the listed languages.
- The study abroad location must be in a country relevant to this concentration area. Otherwise, the student will not meet the study abroad requirement and will need to complete an additional 300- or 400-level course on campus.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Introductory courses (choose one from this list, for a total of 3 units):

Code	Title	Units
Art-Arch 111	Introduction to Asian Art	3
Art-Arch 146	First-Year Seminar: Beijing and the Forbidden City	3
AAS 200	Doctors and Terrorists: The Fictions of South Asian America	3
Chinese 227C	Chinese Civilization	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
History 193	First-Year Seminar: Silk Roads and Empires	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
Japan 226C	Japanese Civilization	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3

Multiethnic, diaspora, transnational, or transregional Asia-related course (choose two from this list, for a total of 6 units; at least one course must be at the 300-400 level):

Code	Title	Units
AMCS 202	The Immigrant Experience	3
AMCS 250	Topics in Asian American Studies: Intro to Asian American & Pacific Islander Studies	3
Anthro 3102	Topics in Anthropology: Vibrant Matter: Social Ecology of the Asia-Pacific	3
Anthro 3313	Women and Islam	3

Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4033	Culture, Illness and Healing in Asia	3
Art-Arch 144	FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums	3
Art-Arch 4494	East, Meet West: Asia Encounters Europe	3
AAS 200	Doctors and Terrorists: The Fictions of South Asian America	3
Chinese 330	Topics in Chinese Literature & Culture: Screen Culture in the Sinophone World	3
Chinese 350	U.S.-China Relations from 1949 to the Present	3
Chinese 4891	Topics in Chinese Literature and Culture	3
CompLit 375	Topics in Comparative Literature: Finding China: From Sojourners to Settlers in Chinese Diaspora and Chinese American Literature	3
East Asia 484	Core Seminar in East Asian Studies	3
Film 443	Memory, Tears and Longing: East Asian Melodrama Film	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 117	Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems	3
GS 103B	First-Year Seminar: International Public Affairs	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
GS 3512	"Model Minority": The Asian American Experience	3
GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 386	Empire in East Asia: Theory and History (WI)	3

GS 4036	Children of Immigrants: Identity and Acculturation	3
History 193	First-Year Seminar: Silk Roads and Empires	3
History 2062	Sophomore Seminar	3
History 301T	Historical Methods — Transregional History	3
History 3165	Chinese Diasporas	3
History 3167	Economic History of China: From the Silver Age to Reform and Opening, 1500-1990	3
History 3192	Modern South Asia	3
History 3194	Environment and Empire	3
History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4872	Colonial Cities and the Making of Modernity	3
History 4914	Advanced Seminar: Japan in World War II — History and Memory	3
JIMES 210C	Introduction to Islamic Civilization	3
JIMES 351	Muhammad: His Life and Legacy	3
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
Re St 3090	Chinese Thought	3
Re St 311	Buddhist Traditions	3
Re St 403	Topics in East Asian Religion and Thought	3

Advanced courses: Choose eight courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/development/>) and master course list for the full list of options.

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

- Anthropology

Code	Title	Units
Anthro 3055	Contemporary Chinese Culture and Society	3
Anthro 3102	Topics in Anthropology: Vibrant Matter: Social Ecology of the Asia-Pacific	3
Anthro 3163	Archaeology of China: Food and People	3
Anthro 3313	Women and Islam	3
Anthro 376	Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth	3
Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4011	Popular Culture and Consumption in Modern China	3
Anthro 4033	Culture, Illness and Healing in Asia	3
Anthro 4041	Islam and Politics	3
Anthro 474	National Narratives and Collective Memory	3
Anthro 4761	The Pleistocene Peopling of Eurasia	3

- Art History

Code	Title	Units
Art-Arch 3412	Japanese Art	3
Art-Arch 3415	Early Chinese Art: From Human Sacrifice to the Silk Road	3
Art-Arch 3425	Classical to Contemporary Chinese Art	3
Art-Arch 3426	Modern & Contemporary Chinese Art	3
Art-Arch 3442	Chinese Painting, Then and Now	3
Art-Arch 444	The Forbidden City	3
Art-Arch 4482	Japanese Prints: Courtesans, Actors and Travelers	3
Art-Arch 4494	East, Meet West: Asia Encounters Europe	3

- Chinese

Code	Title	Units
Chinese 3211	Contemporary Chinese Popular Culture	3
Chinese 330	Topics in Chinese Literature & Culture	3
Chinese 341	Early and Imperial Chinese Literature	3
Chinese 342	Modern and Contemporary Chinese Literature	3
Chinese 350	U.S.-China Relations from 1949 to the Present	3
Chinese 467	The Chinese Theater	3

Chinese 479	Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era (1919-1949)	3
Chinese 480	Reading Seminar in Chinese Popular Literature and Culture	3
Chinese 482	Reading Seminar in Gender and Chinese Literature	3
Chinese 489	Topics in Modern Chinese Literature	3
Chinese 498	Guided Readings in Chinese	-3

• Comparative Literature

Code	Title	Units
Comp Lit 375	Topics in Comparative Literature	3
Comp Lit 449	Topics in Comparative Literature:	3

• East Asian Languages and Cultures

Code	Title	Units
East Asia 3163	Historical Landscape and National Identity in Modern China	3
East Asia 3352	China's Urban Experience: Shanghai and Beyond	3
East Asia 420	Nature, Technology and Medicine in Korea	3
East Asia 4242	Culture and Politics in the People's Republic of China: New Approaches	3
East Asia 4510	Urban Culture in Modern China	3
East Asia 471	Topics in Japanese Culture	3
East Asia 484	Core Seminar in East Asian Studies	3
East Asia 4911	Modern Japan and the Invention of Tradition	3
East Asia 496	Readings in Asian Studies	-3

• English Literature

Code	Title	Units
E Lit 307	The Writing of the Indian Subcontinent	3

• Film and Media Studies

Code	Title	Units
Film 326	Samurai, Rebels and Bandits: The Japanese Period Film	3
Film 341	Transnational Cinema(s): Film Flows in a Changing World	3
Film 431	Renegades and Radicals: The Japanese New Wave	3
Film 443	Memory, Tears and Longing: East Asian Melodrama Film	3
Film 458	Major Film Directors	3
Film 485	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3

• Global Studies

Code	Title	Units
GS 3006	Global Health and Language	3
GS 3040	International Law and Politics	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 3512	"Model Minority": The Asian American Experience	3
GS 364	Anarchism: History, Theory, and Praxis	3
GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 384	Migration and Modernity in Russia and the (Former) Soviet Union	3
GS 386	Empire in East Asia: Theory and History (WI)	3
GS 389	Furies and Die-Hards: Women in Rebellion and War	3
GS 390	Topics in Migration and Identity	3
GS 396	Comintern: The Communist International's Global Impact	3
GS 4005	Directed Research in Global Studies	3
GS 402	The Meaning of National Security in the 21st Century	3
GS 4035	Chinese Politics	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
GS 4350	War and Peace	3
GS 4410	Borders and Belonging: Citizens, Immigrants, Refugees	3
GS 4414	Gender Analysis for International Affairs	3
GS 4976	Global Asias	3

• Hindi

Code	Title	Units
Hindi 353	Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)	3

• History

Code	Title	Units
History 301T	Historical Methods — Transregional History	3
History 3074	Hinduism & the Hindu Right	3
History 3122	Race, Caste, Conversion: Social Movements in South Asia	3
History 313C	Islamic History: 600-1200	3

History 3162	Early Modern China	3
History 3165	Chinese Diasporas	3
History 3166	A History of Modern China	3
History 3167	Economic History of China: From the Silver Age to Reform and Opening, 1500-1990	3
History 316C	Modern China: 1890s to the Present	3
History 3192	Modern South Asia	3
History 3194	Environment and Empire	3
History 3202	Japan From Earliest Times to 1868	3
History 320C	Japan Since 1868	3
History 331	19th-Century China: Violence and Transformation	3
History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 3559	Socialist and Secular? A Social History of the Soviet Union	3
History 3680	The Cold War, 1945-1991	3
History 36CA	Heroes and Saints in India: Religion, Myth, History	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4413	Mao and the World	3
History 4872	Colonial Cities and the Making of Modernity	3
History 4885	Advanced Seminar: Medicine, Disease and Empire	3
History 4914	Advanced Seminar: Japan in World War II — History and Memory	3
History 49SC	Advanced Seminar: Inventing India	4

• Interdisciplinary Project in the Humanities

Code	Title	Units
IPH 3587	From Genghis Khan to the Taliban: War and Peace in Central Asia	3

• Japanese

Code	Title	Units
Japan 324	A User's Guide to Japanese Poetry	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Japan 333C	The Modern Voice in Japanese Literature	3
Japan 346	Japanese Literature in Translation: Mystery Fiction	3

Japan 445	Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)	3
Japan 4451	Topics in Modern Japanese Literature	3
Japan 449	Modern Japanese Women Writers: Writing-Intensive Seminar	3
Japan 4491	Modern Japanese Women Writers	3
Japan 491	Topics in Japanese Literature & History:	3
Japan 499	Guided Readings in Japanese	-3

• Jewish, Islamic and Middle Eastern Studies

Code	Title	Units
JIMES 351	Muhammad: His Life and Legacy	3
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
JIMES 3622	Topics in Islam	3
JIMES 445	Topics in Islam	3

• Korean

Code	Title	Units
Korean 352	Literature of Modern and Contemporary Korea	3
Korean 355	Topics in Korean Literature and Culture	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3
Korean 437	Contemporary Korean I: From Everyday Life to Professional Life	3
Korean 438	Contemporary Korean II	3
Korean 455	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
Korean 497	Guided Readings in Korean	-3

• Music

Code	Title	Units
Music 3585	Islam, Music, Muslim Media	3

• Political Science

Code	Title	Units
Pol Sci 330	Topics in Politics	3

• Religious Studies

Code	Title	Units
Re St 303	Daoist Traditions	3
Re St 3090	Chinese Thought	3
Re St 3091	Confucian Thought	3
Re St 311	Buddhist Traditions	3
Re St 312	South Asian Religious Traditions	3

Re St 3171	Religion and Culture in South and Southeast Asia	3
Re St 3392	Topics in South Asian Religions	3
Re St 346	Topics in East Asian Religions	3
Re St 3670	Gurus, Saints and Scientists: Religion in Modern South Asia	3
Re St 368	Theories and Methods in the Study of Religion	3
Re St 3730	Topics in Near Eastern Cultures	3
Re St 3801	Religion in the Kitchen	3
Re St 403	Topics in East Asian Religion and Thought	3
Re St 418	Sexuality and Gender in East Asian Religions	3
Re St 480	Topics in Buddhist Traditions	3

- Women, Gender, and Sexuality Studies

Code	Title	Units
WGSS 366	Caste: Sexuality, Race and Globalization	

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://arts.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Concentration in Global Cultural Studies

The Major in Global Studies — Concentration in Global Cultural Studies

The concentration in Global Cultural Studies focuses on the practical and theoretical issues arising from cross-cultural encounters around the world. Students will study these by both examining conventional cultural products (e.g., literature, film, visual art, new media) and investigating their broader political and social contexts. This concentration addresses compelling issues of cultural interchange for students interested in cultures for their own sake as well as in careers in NGOs and international business and law. This concentration is committed to interdisciplinary approaches to contemporary problems. Students may take courses in the language and literature disciplines as well as in anthropology, art history, film, history, music, religious studies, and women, gender, and sexuality studies.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.

- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 6 units of disciplinary introductions and methods course work (from two different disciplines; 100-200 level)
- 6 units of world area course work (any level)
- 24 units of advanced course work (at least one course must focus on gender, race, or class) (300-400 level)

Africa, East Asia, Europe, Latin America, the Middle East, South Asia and North America are considered world areas for the Global Cultural Studies concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; gender, race, class; or world area). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Disciplinary introductions and methods courses (choose two from this list,* for a total of 6 units):

Code	Title	Units
AFAS 255	Introduction to Africana Studies	3
Anthro 160B	Introduction to Cultural Anthropology	3
Art-Arch 111	Introduction to Asian Art	3
Art-Arch 113	History of Western Art, Architecture & Design	3
Art-Arch 215	Introduction to Modern Art, Architecture and Design	3
Comp Lit 211	World Literature	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Film 220	Introduction to Film Studies	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 117	Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems	3
GS 103B	First-Year Seminar: International Public Affairs	3
GS 127	Migration in the Global World: Stories	3

GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3
History 1640	Health and Disease in World History	3
History 270	Globalization and its Discontents	3
IPH 175	First-Year Seminar: Seeing is Believing: Visuality, Power, and Truth	3
IPH 207C	Modern Political Thought: Text and Traditions	3
IPH 312	Introduction to Digital Humanities	3
Ling 170D	Introduction to Linguistics	3
Introduction to Literature courses as appropriate (English, Comp Lit or foreign language)		3
Music 1021	Musics of the World	3
Phil 120F	Problems in Philosophy	3
Phil 131F	Present Moral Problems	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

World area courses:

Of the three required world area courses, one must be at the advanced level, and it will be counted toward the 24 credits of advanced work needed to complete the major. The other two courses may be taken at any level. Examples of lower-level courses that may be used to satisfy this requirement include the following:

Code	Title	Units
AFAS 162	Contextualizing Problems in Contemporary Africa	3
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 209B	African Studies: An Introduction	3
AFAS 2230	The African Diaspora: Black Internationalism Across Time and Space	3
AFAS 255	Introduction to Africana Studies	3
AMCS 250	Topics in Asian American Studies: Intro to Asian American & Pacific Islander Studies	3
East Asia 227C	Chinese Civilization	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 140	East Asia in the World	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 102C	Western Civilization II	3
History 102D	Introduction to Modern European History	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3

Advanced courses: Choose eight courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/global-cultural-studies/>) and master course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Architecture
- Art History
- Children's Studies

- Classics
- Dance
- Drama
- Economics
- Film and Media Studies
- Global Studies
- History
- Interdisciplinary Project in the Humanities
- Jewish, Islamic and Middle Eastern Cultures
- Languages and Literatures
- Latin American Studies
- Music
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religious Studies
- Sociology
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.

- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://arts.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Concentration in International Affairs

The Major in Global Studies — Concentration in International Affairs

Why do states, nations, and societies cooperate, compromise, and fight? Living and working in our rapidly changing global arena presents great opportunities to advance the human condition, improve political and civil liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration. Yet, this same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter the export of environmental degradation, and confront potential decline in personal and social autonomy. Students can explore the heightened economic, political, social, cultural, and environmental interdependence that generates prospects for cooperation; at the same time, this interdependence involves serious challenges, which create the possibility for conflict but also for compromise.

Concentration objectives: The concentration in International Affairs offers an interdisciplinary approach to understanding relations between societies. It provides opportunities to examine complex global issues and processes from multiple

perspectives and to help understand the fundamental processes of cooperation, compromise, and conflict in the global arena. The program provides students with knowledge and skills for understanding and working with difficult international and cross-cultural problems that states, societies, and communities face.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of course work:

- 3 units of Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines
- 9 units of advanced course work from the Core Courses list (300-400 level)
- 15 units of advanced course work (300-400 level)
- 3 units of additional course work (any level)

Africa, East Asia, Europe, Latin America, the Middle East, South Asia and North America are considered world areas for the International Affairs concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad (<https://ias.wustl.edu/study-abroad/>).

Introductory courses (choose two from this list, for a total of 6 units):

Code	Title	Units
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 255	Introduction to Africana Studies	3

AMCS 250	Topics in Asian American Studies: Intro to Asian American & Pacific Islander Studies	3
Anthro 132	First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies & Global Civilization	3
Anthro 160B	Introduction to Cultural Anthropology	3
BEYOND 160	Gender, Youth, and Global Health	3
Biol 2950	Introduction to Environmental Biology	3
Chinese 227C	Chinese Civilization	3
Chinese 270	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
EPSc 111	Introduction to Global Climate Change in the 21st Century	3
EPSc 116A	Resources of the Earth	3
EPSc 201	Earth and the Environment	4
EPSc 219	Energy and the Environment	3
EPSc 221A	Human Use of the Earth	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 208	First-Year Seminar: Economics and Society	3
EnSt 110	Environmental Issues	3
EnSt 290	Sophomore Seminar in Sustainability and the Environment	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 117	Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems	3
FYP 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
GIS 200	Introduction to GIS (U90)	3
History 102C	Western Civilization II	3
GS 103B	First-Year Seminar: International Public Affairs	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3

GS 160	World Politics and the Global Economy	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
History 102D	Introduction to Modern European History	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3
History 1640	Health and Disease in World History	3
History 2093	Mobilizing Shame: Violence, the Media and Int'l Intervention	3
History 2119	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
History 2171	Who Died and Made Them Kings? People, Politics and Power in the Atlantic World	3
History 2356	From St. Louis to Shanghai: Cities and Citizens in Global Urban History	3
History 270	Globalization and its Discontents	3
IPH 207C	Modern Political Thought: Text and Traditions	3
Japan 226C	Japanese Civilization	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3
Math 1011	Introduction to Statistics	3
Math 2200	Elementary Probability and Statistics	3
MEC 290	Microeconomics	3
MEC 292	Global Economy	3
Phil 100G	Logic and Critical Analysis	3
Phil 131F	Present Moral Problems	3
Phil 233F	Biomedical Ethics	3
Phil 235F	Introduction to Environmental Ethics	3
Physics 171A	Physics and Society	3
Pol Sci 102B	Introduction to Comparative Politics	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3
Pol Sci 2010	Introduction to Environmental Policy	3

RelPol 290	Islamophobia & U.S. Politics	3
SOC 106	Social Problems and Social Issues	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2110	Social Inequality in America	3
URST 101	First-Year Seminar: Introduction to Urban Studies	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3

Core courses (choose three from this list, for a total of 9 units):

Code	Title	Units
Anthro 3206	Global Gender Issues	3
Anthro 3283	Introduction to Global Health	3
Anthro 3391	Economies as Cultural Systems	3
Anthro 3612	Population and Society	3
Anthro 3874	International Public Health	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Econ 451	Environmental Policy	3
GS 3040	International Law and Politics	3
GS 314B	International Politics	3
GS 328B	Gateway to Development	3
GS 3575	U.S. Foreign Policy: Theory and Practice	3
GS 376	International Economics	3
GS 402	The Meaning of National Security in the 21st Century	3
GS 4246	State Failure, State Success and Development	3
GS 4622	Labor and Labor Movements in Global History	3
GS 4761	Politics of Global Finance	3
History 3593	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3
History 3741	History of United States: Foreign Relations: 1920-1989	3
History 3743	History of U.S. Foreign Relations Since 1920	3
IA 511	International Law and Human Rights (U85)	3

IA 519	International Growth and Development, Inequality, and Transitional Justice (U85)	3
IA 535	American Foreign Policy (U85)	3
IA 5571	Politics of Global Finance (U85)	3
IA 574	International Relations (U85)	3
IA 5772	State Failure, State Success and Development (U85)	3
Pol Sci 3171	Topics in Politics	3
Pol Sci 332B	Environmental and Energy Issues	3
Pol Sci 339	Topics in Politics	3
Pol Sci 373	International Political Economy	3
Pol Sci 4070	Global Justice	3
Pol Sci 4731	Global Political Economy	3
Pol Sci 4791	Political Economy of Development	3
Pol Sci 4792	Globalization and National Politics	3
SOC 3001	Social Theory	3
SOC 4810	Global Structures and Problems	3

Research methods courses (choose one from this list, for a total of 3 units):

Code	Title	Units
Anthro 3284	Public Health Research and Practice	3
Anthro 4123	Argumentation Through Ethnography	3
Anthro 4253	Researching Fertility, Mortality and Migration	3
Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 4481	Writing Culture	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 307X	Community Building	3
CFH 400W	Merle Kling Undergraduate Honors Fellowship Seminar	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
Econ 413	Introduction to Econometrics	3
Econ 414	Econometric Techniques (U07)	3
EnSt 380	Applications in GIS	3
GIS 200	Introduction to GIS (U90)	3
GIS 300	Advanced GIS (U90)	3
GIS 303	Digital Cartography (U90)	3
GIS 421	Spatial Data Modeling and Design (U90)	3

GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 4005	Directed Research in Global Studies	3
GS 4414	Gender Analysis for International Affairs	3
History 301T	Historical Methods — Transregional History	3
IA 524	Process and Design of Research (U85)	3
IA 5410	Alternative Analytic Techniques for International Affairs (U85)	3
Math 1011	Introduction to Statistics	3
Math 2200	Elementary Probability and Statistics	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
Math 475	Statistical Computation	3
NPM 450	Social Entrepreneurship	3
Phil 321G	Philosophy of Science	3
Pol Sci 3011	Computational Modeling in the Social Sciences	3
Pol Sci 362	Politics and the Theory of Games	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 4271	Data Science and Policy	3
Pol Sci 495	Research Design and Methods	3
Psych 300	Introduction to Psychological Statistics	3
SOC 3050	Statistics for Sociology	3

Advanced courses: Choose five courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/international-affairs/>) and master course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Arabic
- Architecture
- Art History
- Biology and Biomedical Sciences
- Chinese
- Classics
- Comparative Literature
- Earth and Planetary Science
- East Asian Languages and Cultures

- Economics
- Education
- Environmental Studies
- Film and Media Studies
- Finance (Olin Business School)
- German
- Global Studies
- History
- Italian
- Jewish, Islamic and Middle Eastern Cultures
- Korean
- Latin American Studies
- Management (Olin Business School)
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religion and Politics
- Religious Studies
- Russian
- Sociology
- Spanish
- University College — Geographic Information Systems; International Affairs; International Studies; Sustainability
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (<https://ias.wustl.edu/ias-course-petition/>).

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, University College, summer school at other U.S. universities, or any combination thereof.

- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit (<https://arts.wustl.edu/resources/policies-procedures/#anchor-group-2886>) form with Arts & Sciences to take the course for "general credit" and then petition (<https://ias.wustl.edu/ias-course-petition/>) to have the course count toward their Global Studies major.

Latin Honors

- Students must confidently expect to graduate with an overall grade-point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

- All Global Studies majors must satisfy a language requirement that entails the successful completion of four semesters of one modern language appropriate to their concentration. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes — and with approval from Global Studies language faculty — this may include literature, culture, oral communication, and linguistic courses in the target language, once such students complete the basic language sequence.
- Students are encouraged to study more than one language at Washington University, but they must satisfy their Global Studies language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili. Students should consult the course listings (<https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE>) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish learners: The following Spanish courses are **not** part of the regular sequence that are permitted to count toward the four semesters of language: Span 223 Intermediate Spanish Conversation and Culture, Span 351 Business Spanish, Span 353 Medical Spanish, and Span 355 Spanish for the Social Sciences. Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major advisor.

Students With Prior Language Experience

Native speakers of a modern language: Students must satisfy the four-semester Global Studies language requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester Global Studies language requirement.

Transfer students who have taken language courses: A transfer student may receive credit for the courses as part of the four-semester Global Studies language requirement only if a placement exam is taken upon arrival at Washington University in the given language and the department/program determines that the student may progress to the next highest level of language instruction.

Students who take a language course at another institution (whether in the United States or abroad): A student may receive credit for the course as part of the four-semester Global Studies language requirement only if (1) the credit is transferred back as Washington University credit; and (2) the student takes a placement exam in the given language upon their return to Washington University and the department/program determines that the student may progress to the next highest level of language instruction.

Greek

The Department of Classics offers courses in ancient Greek to allow students to pursue deeper study of Greek history, literature and culture. Students may choose between two beginning Greek tracks that will allow them, within four semesters, to master the grammar and to read Plato and Homer. Thereafter, students have the opportunity to study numerous Greek authors and texts, including poetry, drama, history, novels, the New Testament and inscriptions. They also have the opportunity to do their own research and to assist with faculty members' research projects. The Department of Classics offers a variety of courses in Greek and Roman history, literature, archaeology and culture to build students' broader knowledge of the ancient Mediterranean world. Resources on campus that support the study of ancient Greek and the Greeks include collections of Greek papyri and art and the Wulffing Coin Collection, which is one of the largest collections of ancient coins owned by an American university.

Additional Information

Study Abroad: Washington University is associated with both the Intercollegiate Center for Classical Studies (https://sa.wustl.edu/?FuseAction=Programs.ViewProgram&Program_ID=10117) (a.k.a. "The Centro") in Rome and the College Year in Athens program (https://sa.wustl.edu/?FuseAction=Programs.ViewProgram&Program_ID=10112).

Interested students should contact Professor Cathy Keane (<https://classics.wustl.edu/people/cathy-keane/>). Some other study abroad programs also allow students to obtain credit in Greek.

Phone: 314-935-5123
Email: classics@wustl.edu
Website: <http://classics.wustl.edu>

Faculty

Endowed Professor

Timothy Moore

John and Penelope Biggs Distinguished Professor of Classics
PhD, University of North Carolina

Professor Moore's work concentrates on several areas of classical antiquity, including the comic theater of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a database and book on music in Greek and Roman theater and articles on music and poetic rhythm in ancient Rome. He also has interests in the history of theater, especially American musical theater and Japanese Kyogen comedy.

Professor and Chair

Catherine Keane

Department Chair
PhD, University of Pennsylvania

Professor Keane's interests range broadly over Greek and Roman literature and culture, but her research centers on the comic genres and their engagement with moral, social, and literary problems, particularly the Roman verse satirists Lucilius, Horace, Persius, and Juvenal and the epigrammatist Martial.

Associate Professors

William Bubelis

Curator of the Wulfling Coin Collection
PhD, University of Chicago

Professor Bubelis' research in Greek history focuses on the intersection of economy, religion and public institutions. His work utilizes the evidence of inscriptions (epigraphy), coins (numismatics) and other material remains alongside the literary texts of ancient historians, poets, orators and the like. While most of his scholarship has engaged with classical Athens, Professor Bubelis avidly explores the societies of the eastern Mediterranean across antiquity, including Iron Age Cyprus and the Achaemenid Persian Empire to Hellenistic Egypt.

Thomas Keeline

Director of Undergraduate Studies
PhD, Harvard University

Professor Keeline works primarily on Latin literature, the history of classical scholarship and education from antiquity to the present, rhetoric, textual criticism, lexicography and metrics.

Zoe Stamatopoulou

Director of Graduate Studies
PhD, University of Virginia

Professor Stamatopoulou's research and teaching encompass several aspects of ancient Greek literature and culture, but her work focuses primarily on archaic and classical poetry (Homer, Hesiod, lyric poetry, drama). She is also interested in the symposium, ancient biographies of poets, and the reception of archaic Greece in Imperial Greek literature (especially Plutarch).

Assistant Professors

Nicola Aravecchia

PhD, University of Minnesota

Professor Aravecchia's research interests encompass the art and archaeology of Greco-Roman and Late Antique Egypt. He has taught courses in classical languages, ancient history, and art and archaeology in the United States, Egypt and Australia. His current work focuses on the origins and development of Early Christian architecture in rural Egypt. Since 2005, he has been involved in archaeological projects in the Dakhla Oasis, located in the Western Desert of Upper Egypt.

Ian Hollenbaugh (<https://classics.wustl.edu/people/ian-hollenbaugh/>)

PhD, University of California, Los Angeles

Professor Hollenbaugh's research interests include Indo-European linguistics, Homeric Greek, Old Latin, Vedic Sanskrit, and Germanic languages. He focuses particularly on the tense and aspect systems of Indo-European languages from both diachronic and synchronic perspectives.

Luis Alejandro Salas

PhD, University of Texas

Professor Salas specializes in Greek and Roman medicine, philosophy and intellectual history. He is also interested in Aristotelian psychology. His research focuses on medical and philosophical sectarianism, especially in the work of Galen of Pergamum.

Senior Lecturers

Lance Jenott

PhD, Princeton University

Professor Jenott teaches courses on the New Testament, studies in Christian origins, and Coptic language and literature. His other interests include Second Temple Judaism, Greco-Roman philosophy, classical civilizations, and theories and methods in the study of religion. Dr. Jenott is the author of *The Gospel of Judas: Coptic Text, Translation, and Historical*

Interpretation of the 'Betrayal's Gospel', and he is the co-author of *The Monastic Origins of the Nag Hammadi Codices*. He is currently working on a commentary on the Gospel of Judas for the Hermeneia Series by Fortress Press.

Kathryn Wilson

PhD, University of Pennsylvania

Professor Wilson's research interests focus on the intersection of poetry and science. She is especially interested in Hellenistic literature and the relationship between different intellectual enterprises occurring during that time. She is also interested in the evolution of the genre of didactic poetry.

Lecturer

Rebecca Sears

PhD, University of Michigan

Professor Sears' research interests include ancient music, papyrology, Latin poetry (particularly Ovid's *Metamorphoses*) and ancient magic. She is currently working on a textbook for the University of Michigan Press that will discuss important technical and cultural features of both Greek and Roman music as well as the reception and reconstruction of ancient music. In addition to her love of classical languages and cultures, she is a violinist who has performed in benefit concerts throughout New England.

Professors Emeriti

Carl W. Conrad

PhD, Harvard University

Robert D. Lambertson

PhD, Yale University

George M. Pepe

PhD, Princeton University

Susan I. Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University

Majors

Students interested in Greek should explore either the major in Classics (p. 444) or the major in Ancient Studies (p. 444) offered through the Department of Classics (p. 442).

Minors

Students interested in Greek should explore either the minor in Classics (p. 445) or the minor in Ancient Studies (p. 445) offered through the Department of Classics (p. 442).

Courses

Visit online course listings to view semester offerings for L09 Greek (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L09&crslvl=1:4>).

L09 Greek 101D Beginning Greek I

An introduction to Classical Greek (Attic), which will prepare the student to read texts in Greek history, philosophy, and medicine as well as the New Testament. This course builds the foundations for readings in Greek tragedy, comedy, and lyric poetry. Our goal will be to develop reading knowledge as rapidly and efficiently as possible. By the end of the year the student should be reading continuous Greek prose.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L09 Greek 102D Beginning Greek II

Continuation of the program begun in Greek 101D. Students will complete their initial study of Classical Greek grammar and will begin reading selections from ancient Greek authors. Prerequisite: Greek 101D or permission of the instructor.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L09 Greek 190D Intensive Beginning Greek I

An intensive study of Attic Greek.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L09 Greek 210 Intensive Beginning Greek II

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 will allow the student to proceed directly to Greek 318C.

Prerequisite: Greek 190D or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L09 Greek 317C Introduction to Greek Literature

Introduction to Attic prose through the reading of Plato's *Apology* and related texts. Prerequisite: Greek 102D or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L09 Greek 318C Introduction to Greek Literature

Introduction to epic poetry through the reading of selections from Homer's *Iliad* and *Odyssey*. Prerequisite: Greek 210, Greek 316C or Greek 317C.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L09 Greek 400 Independent Study

Credit 3 units. A&S IQ: HUM EN: H

L09 Greek 416 Hesiod

In this course, we will read substantial passages from the works attributed to Hesiod, an archaic period Greek poet whose style and subject matter are often contrasted to Homer, and whose influence on Greek literary culture was second only to Homer's. Hesiod's two major poems - *Theogony* and *Works and Days* - form important evidence for the Greek rhapsodic tradition, and the mythological content and compressed styles of these mini-epics strongly influenced later Hellenistic Greek and Roman poets. Through discussion of readings from recent scholarship, we will consider topics including the authorship and dating of the Hesiodic corpus, Hesiod's Near-Eastern influences, oral poetics, mythography, genre studies, and narratology. Preparation of substantial Greek reading assignments will be supplemented with frequent practice of scansion (both written and oral) and

the parallel development of sight translation skills. Students will be responsible for the development of a portfolio consisting of written translations, creative and interpretive mini-projects, a commentary, and an original research project.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L09 Greek 421 Sophocles

In this course, we will read closely two plays by Sophocles: "Oedipus Rex" and "Trachinian Women."

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H

L09 Greek 422 Euripides

The tragedies of Euripides are among the most powerful dramas ever produced. In this class we will read one or more plays of Euripides in Greek as well as scholarly works on the tragedies. Among the topics discussed will be language and style, meter and music, mythological and historical backgrounds, elements of performance, and Euripides' influence in the modern world. Prerequisites: Greek 318C or permission of the instructor and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L09 Greek 423 Aeschylus

This course will focus on Aeschylus' *Seven Against Thebes* and on *Prometheus Bound*; in addition, we will look at a few fragmentary plays. Readings will include relevant secondary literature.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L09 Greek 431 Thucydides

Credit 3 units. A&S IQ: HUM

L09 Greek 432 The Attic Orators

More than mere prose, Attic oratory consists of a rich body of literature in which style was paramount to its persuasive aims, and provides vital evidence for Athenian culture, politics, mores, institutions, thought and history. This course will survey a representative — and important — sample of forensic, epideictic, and symbouleutic speeches from classical Athenian oratory, and will give special attention to the social, legal and political context of these speeches. In addition, the class will focus on improving students' command of syntax, vocabulary and idiom as the basis for further development as well as the study of different orators and their style.

Credit 3 units. A&S IQ: HUM, LCD, LS EN: H

L09 Greek 437 Topics in Greek Poetry

Reading in Greek and discussion of one or more texts by one or more ancient Greek poets. May be repeated for credit for study of different texts.

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L09 Greek 438W Topics in Greek Literature

Advanced Greek seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S IQ: HUM

L09 Greek 439 The Greek Novel

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L09 Greek 440 Lucian

Lucian's *True Histories* is neither true, nor a history, but it is often called the first science fiction novel. Lucian's voice is one of the most distinctive in antiquity: wry, sarcastic, and too clever by half. He feels distinctly modern but is steeped in the literary tradition before him. In this class, we will read his *True Histories* and several other of his works, with a focus on his questions about truth and fiction, and his engagement with other genres of writing, including historiography, epic, philosophy and rhetoric. We also read about the first journey to the moon.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L09 Greek 445 Greek Prose Composition

The tradition of writing in Attic Greek stretches from classical antiquity to the present. In this course, students will become connoisseurs of that tradition and enter into it themselves. In the process, they will become better Hellenists. Each week, students will review points of Greek grammar, compose Greek sentences illustrating those points, read and analyze the style of a Greek passage, and write an original Greek composition of their own device. We will focus not only on grammatical and idiomatic accuracy but also on elegance of style. In this course, students will develop a more nuanced understanding of the Attic Greek language in all its many-splendored glory. They will thereby increase their ability to read ancient Greek with depth, ease, and pleasure. Prerequisite: Greek 317C and Greek 318C or equivalent and sophomore standing or higher. Note: This course is required for MA and PhD students in Classics.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L09 Greek 451 Plato

This course will focus on a set of Plato's dialogues known as his Early Dialogues. We will read two and perhaps three of the Euthyphro, Protagoras, and Meno in Greek. We will accompany these readings with a relatively small sample of secondary scholarship in English that aims at contextualizing the dialogues in the broader scope of Plato's work. Our aim will be to gain familiarity with Plato as a prose author as well as a philosophical thinker.

Credit 3 units. A&S IQ: HUM EN: H

L09 Greek 460 There Be Dragons: Greek Encounters with the Unknown in History and Legend

How did ancient Greeks imagine their world, both in terms of geography and ethnography? What did they know — or think they knew — about foreign cultures and faraway lands such as India, Persia, Africa, and the distant north? How have their representations of foreigners influenced European conceptions of the self and others, even into our own time? This course examines these questions by focusing primarily on two foundational authors: first, Herodotus, the "father of history," who provides a wealth of information about ancient geography and the customs and lifestyles of non-Greek peoples; and second, Apollonius of Rhodes, whose epic poem "The Argonautica" tells the legendary tale of Jason and the Argonauts' search for the Golden Fleece. We will read extensive passages of these books in ancient Greek and, we will read and discuss additional passages in English translation, along with modern scholarship and atlases with historical and modern maps.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

**L09 Greek 471 Galen's "On Prognosis": A Social History of
Medicine in Second-Century Rome**

Galen of Pergamum was a Greek physician, philosopher, and intellectual active throughout most of the second century CE. He was also a voracious reader and writer of Greek literature; his surviving work far exceeds the extant output of any other Greek author before the third century CE. In this course, we will be reading Galen's treatise "On Prognosis," in which he recounts his career in the city of Rome, from his arrival in the early 160s through his tenure as an imperial physician to at least the emperors Marcus Aurelius and Commodus. While ostensibly a medical account, "On Prognosis" has little to say on technical medical issues. Rather, Galen's story is a carefully constructed professional autobiography that pivots from searing denunciations of Roman life to tense public performances of medical expertise and finally to intimate case histories of Rome's rich and powerful. The text presents us a fascinating window through which to examine not only the social practice of elite medicine in Rome of the second century but also the complicated experience of a Greek intellectual navigating the corridors of the Imperial court. Course goals include improving accuracy and speed in reading Greek prose, acquiring greater familiarity with intellectual discourse of the Imperial Period, and training in methods of research and writing.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H

L09 Greek 497 Study for Honors

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.
Credit 3 units. A&S IQ: HUM EN: H

L09 Greek 499 Study for Honors

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.
Credit 3 units. A&S IQ: HUM EN: H

Hebrew

The Department of Jewish, Islamic, and Middle Eastern Studies offers a major and a minor in Hebrew. As majors in Hebrew, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Jewish and Middle Eastern history and civilizations.

Language Placement: Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended course. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

Phone: 314-935-8567
Email: jimes@wustl.edu
Website: <http://jimes.wustl.edu>

Faculty

Chair

Flora Cassen (<https://jimes.wustl.edu/people/flora-cassen/>)

Associate Professor of Jewish, Islamic, and Middle Eastern Studies and of History
PhD, New York University

Endowed Professor

Hillel J. Kieval (<https://jimes.wustl.edu/people/hillel-j-kieval/>)

Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors

Pamela Barmash (<https://jimes.wustl.edu/people/pamela-barmash/>)

Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Nancy E. Berg (<https://jimes.wustl.edu/people/nancy-e-berg/>)

Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (<https://jimes.wustl.edu/people/martin-jacobs/>)

Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Erin McGlothlin (<https://jimes.wustl.edu/people/erin-mcglathlin-0/>)

Vice Dean of Undergraduate Affairs in Arts & Sciences
Professor of German and Jewish Studies
PhD, University of Virginia

Associate Professors

Nancy Reynolds (<https://jimes.wustl.edu/people/nancy-reynolds/>)

Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies
PhD, Stanford University

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

Associate Professor of History
PhD, University of California

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)

Director of Undergraduate Studies
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professor

Aria Nakissa (<https://jimes.wustl.edu/people/aria-nakissa/>)
Director of Graduate Studies
Assistant Professor of Islamic Studies
PhD, Harvard University

Teaching Professor

Younasse Tarbouni (<https://jimes.wustl.edu/people/younasse-tarbouni/>)
Teaching Professor in Arabic
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

Senior Lecturer

Housni Bennis (<https://jimes.wustl.edu/people/housni-bennis/>)
Senior Lecturer in Arabic Language
MA, Washington University in St. Louis

Lecturers

Meera Jain (<https://jimes.wustl.edu/people/meera-jain/>)
Lecturer of Hindi
MArch, University of Texas at Austin

Sara Jay (<https://jimes.wustl.edu/people/sara-jay/>)
Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Toqeer Shah (<https://jimes.wustl.edu/people/toqeer-shah/>)
Lecturer of Urdu
MSc, University of Peshawar

Eyal Tamir (<https://jimes.wustl.edu/people/eyal-tamir/>)
Lecturer of Hebrew
PhD, University of Massachusetts, Amherst

Madhavi Verma (<https://jimes.wustl.edu/people/madhavi-verma/>)
Lecturer in Hindi Languages and Cultures
MA, Patna University

Noa Weinberg (<https://jimes.wustl.edu/people/noa-weinberg/>)
Lecturer of Hebrew
MA, Tel Aviv University

Teaching Fellow

Elai Rettig (<https://jimes.wustl.edu/people/elai-rettig/>)
Israel Institute Teaching Fellow
PhD, University of Haifa

Postdoctoral Fellow

Maxwell E. Greenberg (<https://jimes.wustl.edu/people/maxwell-e-greenberg/>)
Friedman Postdoctoral Fellow in Jewish Studies
PhD, University of California, Los Angeles

Postdoctoral Research Associates

Ayala Hendin (<https://jimes.wustl.edu/people/ayala-hendin/>)
PhD, Ben-Gurion University of the Negev

David H. Warren (<https://jimes.wustl.edu/people/david-h-warren/>)
PhD, University of Manchester

Endowed Professor — Affiliated

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)
Dunbar-Van Cleve Professor in Arts & Sciences
PhD, University of Chicago

Professors — Affiliated

Lois Beck (<https://anthropology.wustl.edu/people/lois-beck/>)
Professor of Sociocultural Anthropology
PhD, University of Chicago

Robert Canfield (<https://anthropology.wustl.edu/people/robert-canfield/>)
Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Michael Frchetti (<https://anthropology.wustl.edu/people/michael-frchetti/>)
Professor of Anthropology
PhD, University of Pennsylvania

Tabea Alexa Linhard (<https://rll.wustl.edu/people/tabea-alexa-linhard/>)
Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

Associate Professor — Affiliated

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)
Associate Professor of French and Global Studies
PhD, Harvard University

Majors

The Major in Hebrew

Units required: 24 advanced, in addition to prerequisites

Prerequisites:

- 100- and 200-level Hebrew, by course work or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete HBRW 320D Third-Level Modern Hebrew I or HBRW 384 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

Requirements:

- 12 credits in 300- and 400-level language courses
- 6 credits in other 300- and 400-level JIMES courses, distributed as the student wishes
- At least 3 credits at the 300- and 400-level courses in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website (<https://jimes.wustl.edu/studyabroad/>).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

Minors

The Minor in Hebrew

The minor in Hebrew requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above. Students placing into HBRW 214D Intermediate Modern Hebrew II or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

Units required: 18 units, in addition to prerequisites

Language Prerequisites:

- HBRW 105D Beginning Modern Hebrew I and HBRW 106D Beginning Modern Hebrew II, by course work or by placement

Language Requirements:

- HBRW 213D Intermediate Modern Hebrew I and HBRW 214D Intermediate Modern Hebrew II, by course work *or*
- If placed into HBRW 214D Intermediate Modern Hebrew II or above, two consecutive semesters of language instructions at Washington University

Required Foundational Course:

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

Electives:

- 9 credits of 300- or 400-level L74 Hebrew or L75 JIMES courses, distributed as the student wishes

Additional Information

- **Pass/Fail:** No course taken pass/fail can count toward the minor.
- **Grades:** A grade of B- or higher must be earned in each language course in order to advance to the next level.
- **Study Abroad:** Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate study.

- **Back Credit:** Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Courses

Visit online course listings to view semester offerings for L74 HBRW (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L74&crslvl=1:4>).

L74 HBRW 105D Beginning Modern Hebrew I

This course is for the student with no knowledge of Hebrew. Students with a background in Hebrew are required to take the placement exam. This course provides the foundation for modern conversational Hebrew, and skills for writing and speaking are introduced.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 106D Beginning Modern Hebrew II

This course provides the foundation for modern conversational Hebrew, and skills for writing and speaking are introduced. Prerequisite: Grade of B- or better in L74 105D or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 108 Modern Hebrew for Arabic Speakers

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L74 HBRW 179 First-Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts

The aim of this course is to introduce students to Midrash, the highly fascinating literature of rabbinic biblical interpretation. Among the topics studied are: How did the classical rabbis read the Bible? What is the relationship between the plain meaning of the biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory, interpretations of the same verse coexist? What is the function of imaginative narratives, parables and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader; in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical and cultural context in which rabbinic Midrash developed, we get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources are read in translation. Throughout the semester we devote time to discussing practical questions such as how to use the library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Same as L75 JIMES 179
Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

L74 HBRW 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — is to investigate the "webs of significance" produced by Jewish

societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period, we investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L74 HBRW 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L74 HBRW 213D Intermediate Modern Hebrew I

This course involves reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of Hebrew grammar and the development of conversational skills are emphasized. Prerequisite: Grade of B- or better in L74 106D or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 214D Intermediate Modern Hebrew II

This course involves intermediate modern Hebrew reading and the discussion of modern Hebrew fiction. It will focus on the development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: Grade of B- or better in L74 213D or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 300 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L74 HBRW 301C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World

We trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JIMES 301C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L74 HBRW 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon — as a constantly developing religious system. Among the topics explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women; how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections — a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Same as L23 Re St 3082

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L74 HBRW 320D Third-Level Modern Hebrew I

This course is designed to improve proficiency in the oral and written use of modern Hebrew through the reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: Grade of B- or better in L74 214D or placement by examination. Note: L75 520 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 3211 Conversational Hebrew

Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different to Israeli news reports and documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well

as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L74 HBRW 322D Third-Level Modern Hebrew II

Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. The course includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. Prerequisite: Grade of B- or better in L74 320D or placement by examination. Note: L75 522D is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be or to become modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century -- the Enlightenment and the formation of the modern state -- and we track changes and developments in Jewish life down to the close of the 20th century, with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time, from innovation to revolution, exclusion to integration, and calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L74 HBRW 340 Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

L74 HBRW 349 Yidishkayt: Yiddish Literature in English Translation

This course traces the emergence, development, flourish and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late Middle Ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-

garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Same as L75 JIMES 349

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L74 HBRW 350 Israeli Culture and Society

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JIMES 350

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L74 HBRW 359 Travelers, Tricksters, and Storytellers:

Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as the following: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, and European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L74 HBRW 384 Introduction to Biblical Hebrew

This course will enable students to read the Bible in the original Hebrew. It includes a review of Hebrew grammar and the history of the Hebrew language. The course is intended for students with a foundation in modern Hebrew. Prerequisite: Grade of B- or better in L74 214D or permission of instructor. Note: L75 584 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 385D Topics in Biblical Hebrew Texts

The topic covered in this course varies. Recent course topics include Jeremiah, the Book of Isaiah, and Biblical Poetry.

Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L74 HBRW 387 Topics in Jewish Studies

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Same as L75 JIMES 387

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L74 HBRW 390 Topics in Migration and Identity: Genocide and Migration: Flight and Displacement under Nazi Regime

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations, etc.) more generally. Students work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works and film to study migrations related to the prehistory, policies and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization and mass violence.

Same as L97 GS 390

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L74 HBRW 4001 Capstone Seminar

The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H

L74 HBRW 4011 Fourth-Level Modern Hebrew I

Writing intensive course for the advanced student of Hebrew.

We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI

L74 HBRW 401W Fourth-Level Modern Hebrew I: Seminar in Israeli Culture (Writing Intensive)

This is a writing-intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments will help students to find their voices in Hebrew. Conducted in Hebrew. Prerequisite: Grade of B- or better in L74 322D or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

L74 HBRW 402 Fourth-Level Modern Hebrew II

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Classes are conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel are included; additional readings and discussions address essays and editorials from the current Israeli press, and we will also view films and current news broadcasts produced in Israel. Prerequisite: Grade of B- or better in L74 401W or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 405 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L74 HBRW 4060 Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L74 HBRW 420 Topics in Modern Hebrew Literature

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Credit 3 units. A&S IQ: LCD Art: HUM

L74 HBRW 421 Study of Selected Texts in Modern Hebrew Literature

Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L74 HBRW 440 Topics in Rabbinic Texts

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We focus on a number of topics representing the range of rabbinic discussion, including legal, narrative and ethical issues. At the same time, we study the necessary linguistic tools for understanding rabbinic texts. Prerequisites: HBRW 385 or HBRW 401 or instructor's permission.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L74 HBRW 444 The Mystical Tradition in Judaism

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read

in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH, IS EN: H

L74 HBRW 488 Independent Work for Senior Honors

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

L74 HBRW 489 Independent Work for Senior Honors

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

L74 HBRW 4973 Guided Readings in Hebrew

Prerequisites: senior standing, and permission of the instructor and the department chair.

Credit variable, maximum 5 units.

L74 HBRW 4982 Guided Readings in Akkadian

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

L74 HBRW 4984 Guided Readings in Aramaic

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

L74 HBRW 4985 Guided Readings in Biblical Hebrew

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

Hindi

The Department of Jewish, Islamic, and Middle Eastern Studies offers a minor in South Asian Languages and Cultures. As minors in South Asian Languages and Cultures, students can expect to gain proficiency in Hindi/Urdu languages, study the area's literary and cultural landmarks, and gain familiarity with Indian history and civilizations.

Language Placement: Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended

course. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. Any units received from back credit cannot be counted toward the minor.

Phone: 314-935-8567

Email: jimes@wustl.edu

Website: <http://jimes.wustl.edu>

Faculty

Chair

Flora Cassen (<https://jimes.wustl.edu/people/flora-cassen/>)

Associate Professor of Jewish, Islamic, and Middle Eastern Studies and of History

PhD, New York University

Endowed Professor

Hillel J. Kieval (<https://jimes.wustl.edu/people/hillel-j-kieval/>)

Gloria M. Goldstein Professor of Jewish History and Thought

PhD, Harvard University

Professors

Pamela Barmash (<https://jimes.wustl.edu/people/pamela-barmash/>)

Professor of Hebrew Bible and Biblical Hebrew

PhD, Harvard University

Nancy E. Berg (<https://jimes.wustl.edu/people/nancy-berg/>)

Professor of Hebrew Language and Literature

PhD, University of Pennsylvania

Martin Jacobs (<https://jimes.wustl.edu/people/martin-jacobs/>)

Professor of Rabbinic Studies

PhD and Habilitation, Free University of Berlin

Erin McGlothlin (<https://jimes.wustl.edu/people/erin-mcglathlin-0/>)

Vice Dean of Undergraduate Affairs in Arts & Sciences

Professor of German and Jewish Studies

PhD, University of Virginia

Associate Professors

Nancy Reynolds (<https://jimes.wustl.edu/people/nancy-reynolds/>)

Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies

PhD, Stanford University

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

Associate Professor of History

PhD, University of California

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)

Director of Undergraduate Studies
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professor

Aria Nakissa (<https://jimes.wustl.edu/people/aria-nakissa/>)

Director of Graduate Studies
Assistant Professor of Islamic Studies
PhD, Harvard University

Teaching Professor

Younasse Tarbouni (<https://jimes.wustl.edu/people/younasse-tarbouni/>)

Teaching Professor in Arabic
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

Senior Lecturer

Housni Bennis (<https://jimes.wustl.edu/people/housni-bennis/>)

Senior Lecturer in Arabic Language
MA, Washington University in St. Louis

Lecturers

Meera Jain (<https://jimes.wustl.edu/people/meera-jain/>)

Lecturer of Hindi
MArch, University of Texas at Austin

Sara Jay (<https://jimes.wustl.edu/people/sara-jay/>)

Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Toqeer Shah (<https://jimes.wustl.edu/people/toqeer-shah/>)

Lecturer of Urdu
MSc, University of Peshawar

Eyal Tamir (<https://jimes.wustl.edu/people/eyal-tamir/>)

Lecturer of Hebrew
PhD, University of Massachusetts, Amherst

Madhavi Verma (<https://jimes.wustl.edu/people/madhavi-verma/>)

Lecturer in Hindi Languages and Cultures
MA, Patna University

Noa Weinberg (<https://jimes.wustl.edu/people/noa-weinberg/>)

Lecturer of Hebrew
MA, Tel Aviv University

Teaching Fellow

Elai Rettig (<https://jimes.wustl.edu/people/elai-rettig/>)

Israel Institute Teaching Fellow
PhD, University of Haifa

Postdoctoral Fellow

Maxwell E. Greenberg (<https://jimes.wustl.edu/people/maxwell-e-greenberg/>)

Friedman Postdoctoral Fellow in Jewish Studies
PhD, University of California, Los Angeles

Postdoctoral Research Associates

Ayala Hendin (<https://jimes.wustl.edu/people/ayala-hendin/>)

PhD, Ben-Gurion University of the Negev

David H. Warren (<https://jimes.wustl.edu/people/david-h-warren/>)

PhD, University of Manchester

Endowed Professor — Affiliated

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)

Dunbar-Van Cleave Professor in Arts & Sciences
PhD, University of Chicago

Professors — Affiliated

Lois Beck (<https://anthropology.wustl.edu/people/lois-beck/>)

Professor of Sociocultural Anthropology
PhD, University of Chicago

Robert Canfield (<https://anthropology.wustl.edu/people/robert-canfield/>)

Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Michael Frachetti (<https://anthropology.wustl.edu/people/michael-frachetti/>)

Professor of Anthropology
PhD, University of Pennsylvania

Tabea Alexa Linhard (<https://ril.wustl.edu/people/tabea-alexa-linhard/>)

Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (<https://ril.wustl.edu/people/joseph-schraibman/>)

Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

Associate Professor — Affiliated

Seth Graebner (<https://ril.wustl.edu/people/seth-graebner/>)

Associate Professor of French and Global Studies
PhD, Harvard University

Majors

The Department of Jewish, Islamic, and Middle Eastern Studies (JIMES) does not offer a major in this area. Please visit the JIMES (p. 786) page for a list of available majors.

Minors

The Minor in South Asian Studies (Hindi)

The minor in South Asian Studies requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above in either the Hindi or Urdu language. Students placing into Hindi 202 Intermediate Hindi II, Hindi 251 Second-Year Urdu II, or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

Total units required: 18 units, in addition to prerequisites

Language Prerequisites:

- Hindi Language: Hindi 111D Beginning Hindi I and Hindi 112D Beginning Hindi II, by course work or by placement *or*
- Urdu Language: Hindi 150 First-Year Urdu I and Hindi 151 First-Year Urdu II, by course work or by placement

Language Requirements:

Students should choose one primary language for the minor to fulfill the language requirement.

- **Hindi Language:**
 - Hindi 201 Intermediate Hindi I and Hindi 202 Intermediate Hindi II, by course work *or*
 - Hindi 219 Hindi for Heritage Speakers and one additional semester of Hindi language instruction *or*
 - If placed into Hindi 202 Intermediate Hindi II or above, two consecutive semesters of language instruction at Washington University
- **Urdu Language:**
 - Hindi 250 Second-Year Urdu I and Hindi 251 Second-Year Urdu II, by course work *or*
 - If placed into Hindi 251 Second-Year Urdu II or above, two consecutive semesters of language instruction at Washington University

Required Foundational Course:

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 3171 Religion and Culture in South and Southeast Asia

Electives:

- 9 credits of 300- or 400-level L73 Hindi or L75 JIMES courses, distributed as the student wishes

Additional Information

- **Pass/Fail:** No course taken pass/fail can count toward the minor.
- **Grades:** A grade of B- or higher must be earned in each language course in order to advance to the next level.
- **Study Abroad:** Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate study.
- **Back Credit:** Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Courses

Visit online course listings to view semester offerings for L73 Hindi (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L73&crslvl=1:4>).

L73 Hindi 111D Beginning Hindi I

This course presents an introduction to the most widely spoken language of South Asia. The aim of this course is for the student to achieve proficiency in spoken comprehension and to acquire the major language skills -- listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, and audio materials are used, with equal emphasis on both spoken and written Hindi. The language presented in the course is colloquial. The Hindi (Devanagari) script will be taught as part of the same class. No previous knowledge of Hindi is required. Students with some previous Hindi language background must take a placement examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 112D Beginning Hindi II

Continuation of Beginning Hindi I. This course is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Grade of B- or better in L73 111D or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 150 First-Year Urdu I

This course covers all five skills -- reading, writing, listening, speaking, cultural competency -- for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 151 First-Year Urdu II

This course is a continuation of the first semester of First-Year Urdu I. It is devoted to the further development of basic skills -- listening, speaking, reading and writing -- with a particular emphasis on the acquisition of speaking proficiency.

Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 150 First-Year Urdu I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM

L73 Hindi 201 Intermediate Hindi I

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts).

Prerequisite: Grade of B- or better in L73 112D or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 202 Intermediate Hindi II

Continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate, and discussion to enhance their spoken language skills. A standard text, web-based materials, a reader prepared by the instructor, and audio and visual materials are used. Prerequisite: Grade of B- or better in L73 201 or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L73 Hindi 218 Intermediate Hindi I

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L73 Hindi 218A Intermediate Hindi II

Credit 3 units. A&S IQ: LCD, LS

L73 Hindi 219 Hindi for Heritage Speakers

This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completing this course, students should take the Hindi placement test to determine their next course in Hindi.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 250 Second-Year Urdu I

This course is the continuation of the First-Year Urdu II course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 151 or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 251 Second-Year Urdu II

This course is the continuation of the Second-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 250 or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM

L73 Hindi 299 Undergraduate Independent Study

Prerequisites: Hindi 202 and permission of the instructor and the department chair.

Credit variable, maximum 6 units.

L73 Hindi 301 Third-Level Hindi I

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through the reading and discussion of short stories, newspaper articles, and other selected materials. Students will engage in discussions and debates based on these readings as well as current topics to improve their spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. Prerequisite: Grade of B- or better in L72 202 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 302 Third-Level Hindi II

Continuation of Third-Level Hindi I. This course is designed to further enhance students' advanced proficiency in the oral and written use of the Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, and other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve their spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. Prerequisite: Grade of B- or better in L73 301 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 305 Third-Level Urdu I

This course is a continuation of Second Year Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: Grade of B- or better in L73 251 or L73 232A, or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 306 Third-Level Urdu II

This course is a continuation of Third-Level Urdu I. It is designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books and newspaper articles. Topics in advanced grammar and Urdu poetry will also be included. Students will be expected to converse clearly across a wide variety of communicative tasks using diverse language strategies. Prerequisite: Grade of B- or better in L73 305 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L73 Hindi 307 The Writing of the Indian Subcontinent

The Indian Subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Subcontinental writers. Covering both fiction and nonfiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesekeera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity, and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L73 Hindi 3074 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L73 Hindi 311 Sacred Architecture of the Indian Subcontinent

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional and technological influences and understand the ways in which

evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L73 Hindi 3171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

L73 Hindi 3292 Topics in Politics: Modern South Asian Politics

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy.

Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L73 Hindi 330 Topics in South Asian Literature and Culture

An introduction to major texts of South Asian literature, both traditional and modern, in their cultural context. Specific topics, texts and themes may vary from year to year. The course assumes no previous acquaintance with the material. All readings are in English or English translation.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L73 Hindi 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L73 Hindi 353 Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by

film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L73 Hindi 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion. Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L73 Hindi 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L73 Hindi 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Same as L22 History 38C8

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L73 Hindi 3921 Secular & Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L73 Hindi 399 Independent Study

Prerequisite: permission of instructor and the department.

Credit variable, maximum 6 units.

L73 Hindi 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Same as L77 WGSS 39SC

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

L73 Hindi 499 Independent Study

Prerequisite: permission of instructor and the department.

Credit variable, maximum 6 units.

History

The Department of History engages its students through a study of the past. We are committed to the idea that the most compelling stories are often the most revealing ones. In addition to teaching students the particular skills of historical inquiry, we provide them with tools that serve them beyond their majors and beyond the university.

The discipline of history poses challenging questions about the ways that human beings have made the worlds they live in. There are many approaches to history. Some historians study politics, whether that means political parties or the ways that people who never held public office nonetheless act to shape public life. Others study the lived experience of everyday Americans or the popular culture that reflects how people understand the world around them. Still others are especially interested in the kinds of stories about the past that we tell

ourselves, for those stories reveal a great deal about our own society as well as that of a different time. Although it is not true that history repeats itself, it is true that without knowledge of the past we are unable to understand the present.

The Department of History at Washington University offers history majors and minors the opportunity to develop a coherent and challenging program of study. We also encourage all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. In all courses, students are taught the kinds of skills that will help them succeed both in classes at Washington University and in their postgraduate careers. History students learn to read carefully, think critically, research honestly, and present information and ideas clearly and concisely, both verbally and in writing.

The Department of History offers a wide variety of courses, ranging from the ancient world to the present and spanning across Africa, Asia, the Middle East, Europe and the Americas. There are many opportunities for small-group learning and discussion in first-year seminars, sophomore honors colloquia, writing-intensive seminars, and advanced seminars. The history major is structured to be flexible and to encourage students both to pursue established interests and to explore topics, time periods and locales that may be less familiar.

The Department of History prides itself on the individual attention that faculty mentors provide to students. Graduates express great satisfaction with their experience in the major, mentioning in particular the faculty's knowledge of the subject matter, dynamic teaching style, and respect for students.

Some history majors go on to pursue graduate work in the field and become professional historians, but most find that the knowledge and skills they build through history courses fit them for a wide range of careers. Our graduates have attended law or medical school and have pursued careers in government, education, research, business, communications, international agencies, publishing, museums and archives, public advocacy and many other fields.

Phone: 314-935-5450
Email: history@wustl.edu
Website: <http://history.wustl.edu>

Faculty

Chair

Corinna Treitel (<https://history.wustl.edu/people/corinna-treitel/>)

PhD, Harvard University
(Modern German History)

Endowed Professors

Daniel Bornstein (<https://history.wustl.edu/people/daniel-bornstein/>)

Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
(Medieval and Renaissance Europe)

Peter J. Kastor (<https://history.wustl.edu/people/peter-kastor/>)

Samuel K. Eddy Professor
PhD, University of Virginia
(The American Frontier and Early Republic)

Hillel J. Kieval (<https://history.wustl.edu/people/hillel-j-kieval/>)

Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
(Jewish History)

Kenneth Ludmerer (<https://history.wustl.edu/people/kenneth-ludmerer/>)

Mabel Dorn Reeder Distinguished Professor in the History of Medicine
PhD, MD, Johns Hopkins University
(Medical History)

Professors

Iver Bernstein (<https://history.wustl.edu/people/iver-bernstein/>)

PhD, Yale University
(U.S. History and the Civil War)

Andrea S. Friedman (<https://history.wustl.edu/people/andrea-friedman/>)

PhD, University of Wisconsin
(U.S. Women's History)

Steven B. Miles (<https://history.wustl.edu/people/steven-b-miles/>)

PhD, University of Washington
(Chinese History)

Tim Parsons (<https://history.wustl.edu/people/timothy-parsons/>)

PhD, Johns Hopkins University
(African Military History)

Mark Pegg (<https://history.wustl.edu/people/mark-gregory-pegg/>)

PhD, Princeton University
(Medieval European History)

Corinna Treitel (<https://history.wustl.edu/people/corinna-treitel/>)

PhD, Harvard University
(Modern German History)

Associate Professors

Cassie Adcock (<https://history.wustl.edu/people/cassie-adcock/>)

Director of Undergraduate Studies
PhD, University of Chicago
(Modern South Asian History)

Monique Bedasse (<https://history.wustl.edu/people/monique-bedasse/>)

PhD, University of Miami
(Caribbean History)

Elizabeth Borgwardt (<https://history.wustl.edu/people/elizabeth-borgwardt/>)

PhD, Stanford University
(U.S. Foreign Relations)

Flora Cassen

PhD, New York University
(Jewish History)

Shefali Chandra (<https://history.wustl.edu/people/shefali-chandra/>)

PhD, University of Pennsylvania
(Modern South Asian History)

Christine R. Johnson (<https://history.wustl.edu/people/christine-johnson/>)

PhD, Johns Hopkins University
(Early Modern European History)

Sowandé Mustakeem (<https://history.wustl.edu/people/sowande-mustakeem/>)

PhD, Michigan State University
(Atlantic Slave Trade and the Middle Passage)

Nancy Y. Reynolds (<https://history.wustl.edu/people/nancy-reynolds/>)

PhD, Stanford University
(Middle Eastern History)

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

PhD, University of California, Santa Cruz
(European History)

Lori Watt (<https://history.wustl.edu/people/lori-watt/>)

Director of Graduate Studies
PhD, Columbia University
(Japanese History)

Assistant Professors

Douglas Flowe (<https://history.wustl.edu/people/douglas-flowe/>)

PhD, University of Rochester
(American History)

Ulug Kuzuoglu (<https://history.wustl.edu/people/ulug-kuzuoglu/>)

PhD, Columbia University
(Modern Chinese History)

Diana J. Montañó (<https://history.wustl.edu/people/diana-montano/>)

PhD, University of Arizona
(Latin American History)

Christina Ramos (<https://history.wustl.edu/people/christina-ramos/>)

PhD, Harvard University
(Latin American History)

Teaching Professor

Krister Knapp (<https://history.wustl.edu/people/krister-knapp/>)

PhD, Boston University
(U.S. Intellectual History)

Affiliated Faculty

Jean Allman (<https://history.wustl.edu/people/jean-allman/>)

J.H. Hexter Professor in the Humanities
PhD, Northwestern University
(African and African-American Studies)

William Bubelis (<https://history.wustl.edu/people/william-bubelis/>)

Associate Professor of Classics
PhD, University of Chicago
(Classics)

Adrienne D. Davis (<https://history.wustl.edu/people/adrienne-davis/>)

William M. Van Cleve Professor of Law
JD, Yale University School of Law

Mary Ann Dzuback (<https://history.wustl.edu/people/mary-ann-dzuback/>)

Associate Professor of Education
PhD, Columbia University
(Education)

Martin Jacobs (<https://history.wustl.edu/people/martin-jacobs/>)

Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin
(Jewish, Islamic, and Middle Eastern Studies)

Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)

Associate Professor of Modern Chinese History and Culture
PhD, Johns Hopkins University
(East Asian Languages and Cultures)

Laurie F. Maffly-Kipp (<https://history.wustl.edu/people/laurie-f-maffly-kipp/>)

Archer Alexander Distinguished Professor
PhD, Yale University
(Danforth Center on Religion and Politics)

Rebecca Messbarger (<https://history.wustl.edu/people/rebecca-messbarger/>)

Professor of Italian and Women, Gender, and Sexuality Studies
PhD, University of Chicago
(Romance Languages and Literatures)

Eric P. Mumford (<https://history.wustl.edu/people/eric-mumford/>)

Rebecca and John Voyles Professor of Architecture
PhD, Princeton University
(Architecture)

Leigh E. Schmidt (<https://history.wustl.edu/people/leigh-e-schmidt/>)

Edward C. Mallinckrodt Distinguished University Professor
PhD, Princeton University
(Danforth Center on Religion and Politics)

Mark Valeri (<https://history.wustl.edu/people/mark-valeri/>)

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
PhD, Princeton University
(Danforth Center on Religion and Politics)

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)

Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Steven Zwicker (<https://history.wustl.edu/people/steven-zwicker/>)

Stanley Elkin Professor in the Humanities
PhD, Brown University
(English)

Professors Emeriti

Steven Hause (<https://history.wustl.edu/people/steven-hause/>)

PhD, Washington University

Derek M. Hirst (<https://history.wustl.edu/people/derek-hirst/>)

William Eliot Smith Professor Emeritus of History
PhD, Cambridge University

Gerald N. Izenberg (<https://history.wustl.edu/people/gerald-izenberg/>)

PhD, Harvard University

David T. König (<https://history.wustl.edu/people/david-konig/>)

PhD, Harvard University

Linda J. Nicholson

Susan E. and William P. Stiritz Distinguished Professor Emerita of Women's Studies
PhD, Brandeis University

Max J. Okenfuss (<https://history.wustl.edu/people/max-okenfuss/>)

PhD, Harvard University

Laurence Schneider (<https://history.wustl.edu/people/laurence-schneider/>)

PhD, University of California, Berkeley

Richard J. Walter (<https://history.wustl.edu/people/richard-walter/>)

PhD, Stanford University

Majors

The Major in History

Total units required: 28

Requirements	Units
Introductory courses	6
Upper-level courses	18
Capstone experience	4

Introductory Courses

- One introductory survey (100 level)
- One additional introductory course, chosen from any 100- or 200-level course listed in History and taught by history department faculty*

Note: Students may satisfy introductory course requirements using AP credit if they have earned a **score of 5** on the AP European, U.S., or World History examinations.**

* This course can be an introductory survey, a lecture, or a seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.

** Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

Upper-Level Courses

At least 18 300- or 400-level units **plus** a capstone experience (for a minimum of 22 advanced units) must be completed. Requirements at this level include the following:

- At least one course designated "premodern" and one course designated "modern"
- At least one course from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, or the United States or in transregional history (please refer to note 4 below)
- History 301 Historical Methods (a required methods course for all majors)
- The capstone experience: History majors must, prior to graduation, complete a capstone experience that consists of the following:
 - Successful completion of the senior honors thesis; **or**
 - An advanced seminar; **or**
 - An independent research project with a significant writing component (History 500); **or**
 - Directed fieldwork in the historical or archival profession, with a significant writing component (History 4001/History 4002)

Notes:

1. Students should register under the L22 department code for any courses that will count toward the major or minor.
2. International Baccalaureate: The department recognizes the superior preparation that many students have received in this program; however, no credit is awarded for the International Baccalaureate.
3. The department recognizes that some students take their first history course or develop an interest in majoring in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units remains 18 in the minor and 28 in the major.
4. All upper-level units must be separate courses that are not double-counted toward a minor or second major. Courses in the major are excluded from the credit/no credit option.
5. If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas that the student counts toward the major must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count a transregional course that examines the comparative history of the United States and Latin America. However, a student who has taken a transregional course on

the United States and Latin America could take a course on either U.S. or Latin American history and would then need to take a course covering an area other than the United States or Latin America to satisfy the third area requirement.

6. Courses taken pass/fail or credit/no credit do not count toward the major or minor.

Additional Information

Fieldwork: History majors are eligible for fieldwork at the Missouri Historical Society or at other museums. Opportunities are also sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

Study Abroad: The Department of History strongly encourages student participation in the various year and semester abroad programs approved by the College. A maximum of 3 history credits may be applied to the minor, and a maximum of 6 history credits earned may be applied to the major in history. Students must have their courses preapproved by the department's study abroad advisor prior to departure. It is possible to pursue a senior honors thesis after study abroad, but careful planning is required.

Senior Honors: Students who have a strong academic record may work toward Latin Honors. Students graduating with Latin Honors must meet grade-point average requirements and satisfactorily complete History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar while writing a thesis during the senior year.

Awards and Prizes: The Department of History annually awards the following prizes:

- The **Helen and Isaac Izenberg Prize**, for a superior paper written for an Advanced Seminar
- The **Shirley McDonald Wallace Prize**, for an outstanding first-year student enrolled in both semesters of Western Civilization
- The **J. Walter Goldstein Prize**, for an excellent, well-written senior honors thesis
- The **Konig Prize in Law & History**, for the best-written paper addressing the connection between law and history in any history course

Special Opportunities: Undergraduates interested in history are encouraged to join the Undergraduate History Association, which is the local chapter of Phi Alpha Theta (PAT). Led by the ongoing campus PAT members, the chapter usually holds an initial organizing meeting in the fall of each year. The activities of the chapter vary, but they typically include sponsorship of lectures, films, discussions and social events. Although national PAT membership requires 12 completed units of history courses, the local chapter welcomes the participation of all students interested in history. Each year, PAT publishes *The Gateway History Journal*, an anthology of the best student historical writing at Washington University.

Minors

The Minor in History

Total units required: 18

Requirements	Units
Introductory courses	6
Upper-level courses	12

Introductory Courses

- One introductory survey (100 level)
- One additional introductory course, chosen from any 100- or 200-level course listed in History and taught by history department faculty*

Note: Students may satisfy introductory course requirements using AP credit if they have earned a **score of 5** on the AP European, U.S., or World History examinations.**

- * This course can be an introductory survey, a lecture, or a seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.
- ** Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

Upper-Level Courses

12 additional units, 9 of which must be at the 300 or 400 level

Notes:

1. All 18 units must be separate courses not double-counted toward the major or another minor. Courses in the minor may not be taken credit/no credit.
2. The department recognizes that some students take their first history course or develop an interest in declaring a minor in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units in the minor remains 18.

Courses

Visit online course listings to view semester offerings for L22 History (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L22&crslvl=1:4>).

L22 History 101C Western Civilization

This course is a history of Western civilization from 3500 BC to AD 1600. Western civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane -- this constant effort at trying to grasp the divine through word and deed -- last continuously for more than 5000 years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions: Judaism, Christianity, and Islam. We study the ancient cultures of northern Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman Empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the Crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the 14th century, the Renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, and the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human -- and so a man, a woman, or a child -- over five millennia? Fundamental questions of this course include the following: What is "Western civilization"? When do the characteristics defined as "Western" come together as a coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost 5000 years of history. This is an introductory course for the history major and minor. Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

L22 History 102D Introduction to Modern European History

The history of Europe since 1500 is a remarkable array of contradictions: freedom and fascism; democracy and imperialism; industrialization and Romanticism; international capitalism and fervent nationalism; social change and scientific racism. What produced these developments in European social, economic, and political spheres and how did these different currents diverge and converge? How did European developments affect global actors and vice versa? What are the consequences for our own time of these contradictory aspects of Europe's modernization? Class assignments include textbook and primary source reading (approximately 75 pages/week), discussion participation, two short analytical papers, three in-class exams, and a final cumulative take-home essay. This course satisfies the Introductory Survey requirement for the history major and minor. Note: Discussion section is required. Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 1119 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

This course examines the history of racial thinking and the experience of race in Latin America. Topics covered include: concepts of "blood purity" in early modern Spain; the casta system in colonial Spanish America; indigenous and African identities; race, citizenship and nation-building; whitening projects; discourses of mestizaje or "race mixture"; and the

intersection of race, gender and class. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we'll also be looking to draw comparisons to the history of race in the U.S. Credit 3 units. BU: HUM, IS

L22 History 1150 First-Year Seminar: The Presidency 101: From Washington to Trump

Is this your first presidential election, or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American presidency as a contemporary political institution with deep roots in American history. This first-year seminar introduces undergraduates to the presidency by considering the institution in its political and cultural contexts. Using the 2020 election as a point of departure, this course will explore how the current president as well as the aspiring candidates reveal broader trends and new developments in American political history. In addition to introducing students to the study of the presidency, this course will also introduce students to diverse means of studying culture, with assignments that range from political speeches to policy documents to popular media.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: BA, HUM EN: S

L22 History 1500 Silver, Slaves and the State: Globalization in the 18th Century

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 154 First-Year Seminar: Saints and Society

The topic of this course is saints and society in medieval and early modern Europe. It explores the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they drew. It considers saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 156 First-Year Seminar: England in the Age of Shakespeare

This course will examine certain themes central to our understanding of Shakespeare's England, such as monarchy, order, power and the limits on action, national identity, gender and family. Students will read and discuss modern historical scholarship, a range of contemporary sources, and Shakespeare's plays, and the relationship between them.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

L22 History 163 Freedom, Citizenship and the Making of American Life

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L22 History 164 Introduction to World History: The Second World War in World History

This course introduction to World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The class will explore the global connections and interactions which characterize World History. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L22 History 1640 Health and Disease in World History

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors — from religious beliefs and dietary practices to inequality, poverty, empire and war — in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 192 First-Year Seminar: African Experiences in the Second World War

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 193 First-Year Seminar: Silk Roads and Empires

Did the Silk Road even exist? Coined by a German geographer in the late 19th century, the term "Silk Road" has long been a metaphor for global connectivity. Evoking the image of camels and traders, diplomats and warriors, and missionaries and artists roaming across Eurasia from Chinese cities to Mediterranean shores, the so-called Silk Road has captivated the imagination of historians, novelists, and film makers for decades. This course investigates the fact and fiction of the Silk Road. Over the course of the semester, we will encounter people, texts, and objects that weaved a world wide web before the age of the internet. We will examine Buddhist monks, Muslim scholars, and Mongol rulers who connected disparate regions of the globe before the age of globalization, and we will discuss whether the concept and history of the Silk Road may offer anything novel for us in the 21st century. This course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L22 History 200 Doctors and Terrorists: The Fictions of South Asian America

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other U.S. minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefited from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Same as L46 AAS 200

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L22 History 2006 "Reading" Culture: Visualizing the American City

The topic of this course changes from semester to semester. See the Course Listings for the current offering.

Same as L98 AMCS 206

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC BU: HUM EN: H

L22 History 201A Puzzles and Revolutions: Text and Tradition

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science, by virtue of its role in the development of technology and the improvement of health, has brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Same as L93 IPH 201A

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L22 History 2061 Sophomore Seminar

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 2062 Sophomore Seminar

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

L22 History 2070 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works — including "The Communist Manifesto," "Imagined Communities," and "Orientalism" — and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Same as L97 GS 207

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L22 History 2081 Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: seventh-century

BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 2091 First-Year Seminar: The City in Early Modern Europe

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course will examine how a variety of individuals — men and women, rich and poor, established citizens and marginal groups — tried to understand and manage life in the city. Their conflicting experiences and expectations created not only social and economic unrest but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS

L22 History 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation-building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the 20th century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 2119 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

What does it mean to identify as mestizo, moreno or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 214C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 2152 The Theory and Practice of Justice: The American Historical Experience

This introductory course uses historical case studies combined with readings in law, literature, and philosophy to illuminate key episodes where definitions of justice were contested in 19th and 20th century America. Some of the conflicts to be explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation"; 20th century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and 70s; and recent debates over affirmative action and gay marriage. Attendance Required.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: ETH, HUM EN: H

L22 History 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of U.S. imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, U.S. imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, "development," activism, diasporic formations, poetry, music and art. The course

will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 2255 First-Year Seminar: The Caribbean and the World

For many, the Caribbean evokes images of an exotic place with beautiful beaches, friendly, happy "natives" and unbridled hedonism. Yet, much more than a distant vacation destination for "first world" consumption, the Caribbean has long been closely intertwined with major events in World History. This course explores the ways in which the Caribbean has been a part of the making of World History, beginning in the 14th century and ending in the contemporary period. Themes covered will include: capitalism and slavery; the Haitian Revolution and its global reverberations; U.S. imperialism in the Caribbean; the impact of Caribbean migration on British culture; Caribbean sports; music and food in a global context; and the contributions of Caribbean thinkers to anti-colonial and anti-imperialist thought and action. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS EN: H

L22 History 2358 First-Year Seminar: Travel and Travelers in the Second British Empire

Empires were, most fundamentally, networks of communication, commerce, governance, and travel held together by force. They are difficult to understand and define because different sorts of people experienced imperial rule differently. This seminar offers a new perspective on the Second British Empire by examining it through the eyes of the people who traveled throughout it as politicians, administrators, soldiers, merchants, missionaries, journalists, artists, and settlers. The course work and assignments involve reading and writing conventional travel accounts, memoirs, and police reports. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

L22 History 2443 First-Year Seminar: The Nuremberg Trials and International Justice

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials: the innovations and critiques around the law and politics of the trials themselves as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

L22 History 245 Topics in National Security History

This purpose of this course is to introduce first year students in an intimate setting to major topics in national security policy. For that reason, enrollments will be kept small. The goal is to provide insights for students considering a major in history and perhaps even a career in policy. The course structure will rotate topics (intelligence, war, world orders, etc.) each time it is taught.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L22 History 2561 Urban America

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and considers urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

L22 History 270 Globalization and its Discontents

Today, the heady promises of globalization appear to have failed us. The notion of global markets and global citizens seems to have remained at best, an ideal. Meanwhile the world's majority has witnessed a staggering decline in education, nutrition, health and even physical mobility. Nowhere have these developments passed unquestioned: from the rise of the so-called Maoist insurgency in India to the Occupy movement in the U.S., people and especially the youth have expressed their outrage in creative and unconventional ways. This course plots the long and necessarily violent history of forging global interconnections. The lens for our analysis will be India, South Asia and their relationship with the United States. We will approach a range of novels, films and popular cultural artifacts as we build our own understanding of the nature, critique and promise of globalization.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 2700 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the

attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.

Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 270A Sophomore Seminar: Globalization and its Descendants

The metanarrative of globalization and global inter-connections privileges the story of markets, growth, and mobility. That story is relentlessly optimistic, and simultaneously, devoid of an understanding of gender, sexual difference or race. In this course, we take a different approach. We discard the more conventional "metrics" of globalization by focusing instead on another equally global story: the manner by which human beings have been gendered and racialized over time. Doing so allows us to revisit globalization through its own deceptions, its interconnected secrets. We confront a different set of questions: how has intimacy shaped global mobility, what is the relationship between caste and MAMAA, between custom and the movement of capital, between "slums" and scale, between outsourcing and incarceration, how does the normative family propel global racial regimes? Most crucially, how and why is the emotional and intimate story of globalization concealed? The seminar class utilizes a wide array of sources, historical documents, scholarly critiques, novels and film and largely considers the longer, global history of India as the case study. Our specific focus will be on the secretive interconnections of slavery, seclusion, settlers, servitude, surrogacy, and scholarship, as we take a deep dive into the disguises, and the more hidden aspects, of globalization.

Same as L77 WGSS 270A

Credit 3 units. A&S IQ: HUM, LCD BU: BA, IS

L22 History 2750 Sophomore Seminar: Beijing: From Imperial Capital to Olympic City

This course examines recent English-language scholarship on Beijing's history and culture. From the early modern period to the contemporary era, Beijing has served as the capital for imperial, early Republican, and revolutionary and post-socialist China. The city thus has been virtually synonymous with governmental power and elite politics. However, recent scholarship has shifted focus from the political perspective to uncovering the social and cultural changes at the grassroots. Notable scholarly works have demonstrated that the modernization impulse and the move to industrialization served to create the city's modern face. Administrative reforms gave rise to new conceptions and a host of institutions to manage social relief, public services, and legal and punitive institutions. The rise, fall, and subsequent revival of the consumer marketplace impacted cultural production and consumption. Mass (de)mobilization closed old venues while opening new possibilities for residents to understand and participate in politics. The recent English-language scholarship not only delineates forces that shaped the lives of millions of residents of Beijing but also situates their experience in the national and global context of modernization and revolution.

Same as L04 Chinese 275

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 2802 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include "The Twilight Samurai," "To Live," and "Shin Godzilla," among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory.

Same as L97 GS 280

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS

L22 History 299 Undergraduate Internship in History

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file.

Credit variable, maximum 3 units.

L22 History 3002 Independent Work

Permission of the instructor is required.

Credit 3 units.

L22 History 3011 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L22 History 301A Historical Methods in African History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and

secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

L22 History 301C Historical Methods — Caribbean History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

L22 History 301E Historical Methods — East Asian History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is placed on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

L22 History 301F Historical Methods — African History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 301L Historical Methods — Latin American History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 301M Historical Methods — Middle Eastern History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and

secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 301R Historical Methods — European History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L22 History 301S Historical Methods — South Asian History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

L22 History 301T Historical Methods — Transregional History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult course listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 301U Historical Methods — United States History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3035 Antisemitism: History, Causes, Consequences

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
BA EN: H

L22 History 3044 Humors, Pox and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L22 History 3045 Hot Peace: U.S.-Russia Relations Since the Cold War

This course is an historical analysis of U.S.-Russia relations since the end of the Cold War. Focusing on "reset" diplomacy during the terms of five American and three Russian presidents since 1990, it reveals a familiar historical pattern that begins with high hopes, dialogue, and optimism only to be followed by vast disappointment, standoffs, and pessimism. Despite this dynamic, the course shows how and why the two countries have been able to cooperate at times to make substantial headway on critical issues such as arms control, nonproliferation of WMD, NATO expansion, counterterrorism, and economic and energy development, whereas at other times they have run afoul of major obstacles such as further NATO expansion, missile defense, and democracy and human rights in Russia. The course also examines how many political events created substantial challenges to U.S.-Russia relations, including the Balkan Wars; U.S. wars in Iraq and Afghanistan; Russia's wars in Chechnya, Georgia and Ukraine/Crimea; the "Color Revolutions"; the Arab Spring and subsequent civil wars in Iraq, Syria, Yemen and Libya; the fight against ISIS and other militant Islamists; the threats posed by Iran and North Korea; the rise of China; espionage crises; hybrid wars; cyberattacks; and disinformation campaigns. Two vital questions frame the analysis: (1) Why has it been so difficult for these two great powers to develop a mutually beneficial relationship? (2) What would be required to move beyond the limited partnership to something more productive and sustaining? The course concludes by evaluating "reset" diplomacy and the ongoing attempts to move U.S.-Russia relations beyond a Hot Peace.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS
EN: H

L22 History 3056 Material Culture in Modern China

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life.

Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Same as L48 Anthro 3056

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L22 History 3066 The American City in the 19th and 20th Centuries

This course explores the cultural, political and economic history of U.S. cities in the 19th and 20th centuries. The course focuses on New York, Chicago, St. Louis, Los Angeles and Atlanta, although other cities may be included. Students conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization and race and gender relations in American cities.

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

L22 History 3067 Topics in the History of Medicine: History of Madness

Mental health — its diagnosis, social implications and experience — is a central and increasingly visible part of the practice of medicine. This course explores "madness." How have different societies explained and responded to states of mind, behavior and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the premodern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race and mental health.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L22 History 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation-states that oppose them, particularly the United States and its allies. The course concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L22 History 3074 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the

history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L22 History 3082 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history, and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.
Same as L98 AMCS 3081
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L22 History 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.
Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

L22 History 30CC The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.
Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L22 History 313C Islamic History: 600-1200

The cultural, intellectual and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to World War I). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 314C Islamic History: 1200-1800

An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal periods (600-100) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course is not a "survey" of this period but a series of "windows" that allows students to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L22 History 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L22 History 3153 Sex and Gender in Greco Roman Antiquity

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Same as L08 Classics 3152

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA EN: H

L22 History 3162 Early Modern China

This course examines political, socioeconomic and intellectual — cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early-modern indigenous developments as increasing commercialization, social mobility and questioning of received cultural values.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L04 Chinese 3163

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L22 History 3165 Chinese Diasporas

Five hundred years ago, the Chinese population was concentrated in core areas of China proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders: to

Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions — ranging from native-place associations to tourist agents' websites — that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 3166 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 3167 Economic History of China: From the Silver Age to Reform and Opening, 1500-1990

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3168 History of Global Capitalism: From Slavery to Neoliberalism

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith to

Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L22 History 3169 Cyborgs in History: From Cybernetics to Artificial Intelligence

Who coined the word "cyborg," and why? How did cyborgs become so integral to our imaginative worlds and daily existence? In this course, we will contemplate the intersection between technologies and societies through the lens of cyborgs, a term that is shorthand for "cybernetic organisms." Defying the separation between humans and machines, cyborgs have been critical to sciences, humanities, pop culture, feminism, afrofuturism, and queer studies, among many other fields of inquiry. This course will take a deep dive into the worlds of scientists, scholars, artists, and ordinary people to discover the cultural meanings of cyborgs across time and space. Along the way, we will meet Norbert Wiener, who coined the term "cybernetics"; Donna Haraway, for whom the cyborgs were a revolutionary species; and John C. Lilly, who thought he could speak with dolphins. We will also travel to the USSR to read about a failed internet; to Chile, where cybernetics was a socialist project; and to Japan, to learn about gender and technology in non-Western spaces. By the end of the course, students will have a strong theoretical and historical grasp on the social worlds of cybernetic technologies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L22 History 316C Modern China: 1890s to the Present

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3172 Queer Histories

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings—the internet as well as the academy, art and film as well as the streets—

and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Same as L77 WGSS 3172

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L22 History 3173 Service Learning: Documenting the Queer Past in St. Louis

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.

Same as L77 WGSS 3173

Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 3183 The Jews of North Africa

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Same as L75 JIMES 3183

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L22 History 3192 Modern South Asia

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anticolonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3193 Engaging the City: The Material World of Modern Segregation: St. Louis in the Long Era of Ferguson

See course listings for current offering.

Same as L98 AMCS 3190

Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC BU: HUM EN: S

L22 History 3194 Environment and Empire

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures and farm lands, rivers and rainfall, animals and humans? We ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course covers examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 3195 Empire and Ethnicity: Qing Legacies in China and Inner Asia, 1600 to Today

Eschewing traditional narratives of a "closed" Chinese civilization, this course explores the cultural, religious, and ethnic diversity of China and its dynamic interactions with Inner Asia during the early modern period. It questions the myth of a monolithic Chinese culture and uncovers the region's multiple and ethnically entangled past through an in-depth look at the Manchu-led Qing dynasty (1644-1912). This was the last non-Han dynasty of the Imperial Era, and it gave the People's Republic of China its vast Inner Asian territories: Xinjiang, Inner Mongolia, and Tibet. In rethinking the Qing Empire, this course particularly focuses on Tibetan Buddhism and Islam as religious ideologies that linked China with Tibetan, Mongolian, and Turkic-Muslim regions of Inner Asia through the imperial center at Beijing. Specific topics will range from food culture (Halal) to the Qing's expansion into and later colonization of Xinjiang, the reverberations of which persist even today under the Belt and Road Initiative.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 320C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others

may have no image of Japan at all. Tracing the story of Japan's transformations -- from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists -- provides the means for deepening our understanding of historical change in one region and for grappling with the methods and aims of the discipline of history.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 321C Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: HUM EN: H

L22 History 3220 Modern Mexico: Land, Politics and Development

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L22 History 322C Modern Latin America

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3262 The Early Medieval World: 200-1000

This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse

of the Roman Empire in the West. The Roman Empire in the East (and commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former western empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after the Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. In the post-Roman world of the West we will read about the Anglo-Saxons, the Carolingians, and the Vikings. In exploring these topics we will have to think about the relationship of kings to popes, Emperors to patriarchs, of missionaries to pagans, of cities to villages, of the sacred to the profane. Our attention will be directed to things as various as different forms of monasticism, the establishment of frontier communities, the culture of the Arabian peninsula, magic, paganism, military tactics, Romanesque churches, sea travel, manuscript illumination, the architecture of mosques, early medieval philosophy, the changing imagery of Christ, holiness, and violence as a redemptive act.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 3263 The High Middle Ages: 1000-1500

This course begins with the first millennium in western Europe and ends with the arrival of Europeans in the Americas. We will study, amongst other topics, the relationship of popes to kings, cities to villages, Jews to Christians, vernacular literature to Latin, knights to peasants, the sacred to the profane, as well as different forms of religious life, farming, heresy, the shift from a penitential culture to a confessional one, the crusades and Islam, troubadour poetry, the Mongol Empire, universities, leprosy, the inquisition, Gothic art, the devil, chivalry, manuscript illumination, shoes, definitions of feudalism, environment, trade, scholastic philosophy, female spirituality, witchcraft, sex, the Black Death, food, the Hundred Years War, the renaissance in Italy, African slaves in the Iberian peninsula, and the conquest of New Spain.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3266 Scholarship and the Screen: Medieval History and Modern Film

Historical films are surprisingly accurate reflections of modern historiographical trends in the study of the Middle Ages. This course uses films on the Middle Ages, medieval documentary evidence, scholarship from the time the film was released, and current scholarship. It explores the shifts in historical interpretation of the Middle Ages over the past century and engages in debates over what evoking the past means for the scholar and the filmmaker.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

L22 History 3307 The Politics of Black Criminality and Popular Protest

This course will explore the meanings and perceptions of Black criminality in modern American culture. It will consider issues of rioting and racial violence; movements ranging from hip-hop to Black power; the crucial matter of police brutality; and cultural associations between criminality and Black masculinity. Our work will be informed by an awareness of the historical interactions between African Americans and legal and other systems of authority: in particular, the ambiguous boundaries of legality under slavery, post-emancipation convict leasing, Jim Crow laws, Black gangs, and the functions of illegal acts in the lives of Black citizens. The course will give special attention to the ways

that popular thought, imagination, and culture -- and particularly Black thought and culture -- have addressed crime. How does criminality connect to popular forms of protest, resistance, and discussions about inequality and identity?

Same as L98 AMCS 3304

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L22 History 331 19th-Century China: Violence and Transformation

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism as well as from within in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we will explore the ways in which the origins of the dynamic society and economy found in China today — as well as the worldwide influence of overseas Chinese — can be traced to this century of turmoil.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 333 The Holocaust: History and Memory of the Nazi Genocide

Origins, causes and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; and contemporary implications of the Holocaust for theology and politics.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

L22 History 334C Crusade, Conflict, and Coexistence: Jews in Christian Europe

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world — a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L22 History 3350 Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries

"Out of the Shtetl" is a course about tradition and transformation; small towns and urban centers; ethnicity and citizenship; and nations, states, and empires. At its core, this course asks the following questions: What did it mean for the Jews of Central and Eastern Europe to emerge from small market towns and villages to confront modern ethnicities, nations, and empires?

What lasting impact did the shtetl experience have on Jewish life in a rapidly changing environment? The focus is on the Jewish historical experience in the countries that make up Central and Eastern Europe (mainly the Bohemian lands, Hungary, Poland, and Russia) from the late 18th century to the fall of the Soviet Union. Among the topics that we will cover are Jews and the nobility in Poland-Lithuania; the multicultural imperial state; Hasidism and its opponents; absolutism and reform in imperial settings; the emergence of modern European nationalisms and their impact on Jewish identity; antisemitism and popular violence; nationalist and radical movements among Jews; war, revolution, and genocide; and the transition from Soviet dominion to democratic states.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3352 China's Urban Experience: Shanghai and Beyond

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L04 Chinese 3352

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 3354 Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy) — structures which both balanced and exacerbated ethnic, religious, and social struggles — in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play — empire, nation, urban space, religion, and ethnicity — in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be or to become modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century -- the Enlightenment and the formation of the modern state -- and we track changes and developments in Jewish life down to the close of the 20th century, with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time, from innovation to revolution, exclusion to integration, and calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L22 History 3363 Topics in American Culture Studies

The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering.

Same as L98 AMCS 3360

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L22 History 336C History of the Jews in Islamic Lands

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3404 The Creation of Capitalism

This course examines the emergence of commercial, financial, and labor practices prior to the Industrial Revolution at the end of the 18th century. At the same time that students look at how money was made, they will consider contemporary responses to these economic practices, from concerns about usury, market manipulations, and increasing luxury consumption to the promotion of commerce as essential to the prosperity and strength of the nation. The course begins by defining the basic institutions and structures of the medieval Mediterranean, such as banking and credit operations, trading partnerships, and the position of the merchant within Renaissance society. The focus then shifts to merchant capital in an era of centralization, as the Dutch develop their world trade hegemony and the

increasingly centralized states support of monopoly companies and mercantilist policies. The course ends by looking at the expanding world of commerce in the era of integration, as European merchants entrench their control of production and trade throughout the globe through their increased social and political importance, the spread of the putting-out system, and the refinement of colonial policies.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3407 Renaissance to Revolutions: Crisis & Continuity in Early Modern Europe

This course surveys the history of Europe from the end of the Middle Ages to Napoleon. Topics will include the Renaissance, the Protestant and Catholic Reformations, the Wars of Religion, the emergence of the State, the creation of transatlantic empires, Absolutism, the Enlightenment, and Napoleon.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 3414 The World is Not Enough: Europe's Global Empires, 1400-1750

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 3416 War, Genocide and Gender in Modern Europe

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender-specific experiences of genocide.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 341C Ancient History: The Roman Republic

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development, and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero.

Same as L08 Classics 341C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3424 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L22 History 342C Ancient History: The Roman Empire

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite.

Same as L08 Classics 342C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 343C Europe in the Age of Reformation

How should people act toward each other, toward political authorities and toward their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society and politics. In this class we examine the development of Protestant and Radical theology, the Reformers' relations with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims and Anabaptists, and the experiment of the New World.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L22 History 3450 Modern Germany

This course surveys the political, social, economic and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to postwar division and reunification. A major focus is the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to "break with the past" after 1945.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L22 History 3455 Cultural Encounters: China and Eurasia Since the Middle Ages

Eschewing traditional narratives of Chinese civilization, which imply a society closed to the outside world, this course follows current scholarship in situating Chinese history within a broader spatial context. In particular, this course explores cultural encounters between China and other subregions of the Eurasian continent to the north and west of China, from the Tang Dynasty (618-907) to the present. The course begins by analyzing the relationship between nomadic societies on the steppe (and, more generally, "non-state spaces") and settled agricultural societies such as China. We then turn to the influence of two religions imported from central Eurasia: Buddhism and Islam. A related theme is the relationship, in the early modern era, between trade, which tended to erode boundaries, and states, which sought to create boundaries. We will then trace the changing dynamics among commerce, religion, and nation-states in the 20th century. Finally, we return to the role of Buddhism and Islam in the contemporary relationship between China and the various peoples and states across its western frontier.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 346C Greek History: The Age of Alexander

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.

Same as L08 Classics 346C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3473 Race, Rights, and Humanity in European History

This course explores discourses of human rights as natural rights in Europe from the Enlightenment to the present. While Europe — and particularly France — has been quick to declare itself the birthplace of human rights, a closer look reveals a broad continuum of conceptions of political, social, and economic rights. The course functions as a kind of survey of Modern European history, touching on the Age of Revolutions, the rise of European overseas empires, international anti-slavery movements, totalitarianism, and postwar development. It focuses on how political, social, and economic rights have always been articulated incompletely, to the benefit of some and to the detriment of others.

Same as L93 IPH 3473

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

L22 History 3481 Revolutionize It!: Second-Wave Feminism and the Struggle for a Radical Movement

In this discussion-based course, we explore the complex, contradictory and profoundly multiracial history of the so-called "second wave" of the feminist movement (1960s-1980s). We will focus on those activists who understood themselves to be radicals and revolutionaries — women's liberationists, women of color (or third-world) feminists, and lesbian-feminists — as they collaborated and collided with each other. Among the questions we will ask are the following: What happens to our understanding of the second wave when we center the activism of African-American, Latinx, indigenous and anti-capitalist feminists? What were the promises and the pitfalls of a politics of "sisterhood"? How did sexual desire and sexual conflict shape both notions of identity and the movement on the ground? We will also consider the legacy of second-wave feminism for the politics of our time, including #MeToo, reproductive freedom, and the struggle for trans liberation. Prerequisite: L77 100B or permission of instructor.

Same as L77 WGSS 348

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 3503 U.S.-China Relations from 1949 to the Present

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 351 England Under the Tudors

The late medieval collapse of order and the Tudor reaction, with the assertion of a strong personal monarchy. Analysis of the nature of protest (noble, parliamentary, peasant) and its limitations, to establish how the Crown was able to consolidate its authority; the impact of religious change (the Reformation, Puritanism). Prerequisite: sophomore standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3548 Gender, Sexuality and Communism in 20th-Century Europe

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L22 History 3559 Socialist and Secular? A Social History of the Soviet Union

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations and films. Students receive a foundation in Soviet political, social and cultural history with deeper insights into select aspects of life in Soviet society.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L22 History 3561 Andean History: Culture and Politics

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru — Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations. Same as L97 GS 356

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L22 History 3563 Ancient Sport and Spectacle

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games — and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do

we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Same as L08 Classics 3563

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L22 History 357 All Measures Short of War

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, it will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called "all measures short of war" — in other words, engaging one another through new technologies such as cyber, artificial intelligence, robotics, big data, hypersonics, biotechnology, and other means that have come to demarcate a hybrid battlefield in an age of hostile competition. As such, the course will assess the recent past, current state, and likely future of American power in the new global security environment.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 359 Topics in European History: Modern European Women

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographical focus is on Britain, France and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman"; women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers and factory hands.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3593 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith, to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in

order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L22 History 3598 The First World War and the Making of Modern Europe

The First World War ushered our age into existence. Its memories still haunt us, and its aftershocks shaped the course of the 20th century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L22 History 3599 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 35SM Hands on the Past: History, Murder and the Archive

The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on- and offline. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African-American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued

through in-class discussions and course assigned readings, but especially by taking a spring break research project trip across Missouri to various local repositories and the state archives, to activate and fuel the idea of putting hands on the past.

Credit 3 units. A&S IQ: SSC, SD BU: BA, HUM EN: S

L22 History 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course will focus on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L22 History 3603 Renaissance Italy

This course examines the social, cultural, intellectual and political history of late medieval and Renaissance Italy: civic life and urban culture; the crisis of the 14th century; the city-states of Renaissance Italy; the revival of classical antiquity; art and humanism of the Renaissance; culture, politics and society; Machiavelli and Renaissance political thought; the wars of Italy; religious crisis and religious reaction in the 16th century.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H UColl: HEU, HSP

L22 History 3608 Science and Society Since 1800

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis is on the life sciences, with some attention to the physical sciences.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L22 History 3609 Jamaica: A Political History

This course examines the political history of Jamaica from the colonial period to the 1970s. Students will use primary documents (speeches, policy documents, etc.), secondary sources (historical monographs, political biographies, etc.), and film to engage the evolution of Jamaica's government. The course begins by exploring the colonial governmental apparatus with a view to grasping the impact of the British system on the island's current political apparatus. This will allow students to engage important debates concerning the transition from colony to postcolony. Additionally, students will discuss the relationship between the governmental structure and the ever-evolving socio-cultural realities in Jamaica, especially as it pertains to race, class, gender, culture, clientelism, patronage, and national identity.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:

HUM, IS EN: H UColl: HSM, HTR

L22 History 361 Topics in History and Technology

The history of computing from mechanical calculating devices to electronic digital computers. This course will examine technical systems in terms of the nexus between technologies and the humans who operate them. Emphasis will be placed on the interconnections between technological and cultural change. Credit 3 units. BU: HUM

L22 History 3613 Women and Social Movements: Gender and Sexuality in U.S. Social Movements with History

This course examines the history of grassroots activism and political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in -- and exclusion from -- political life. Key movements organizing the course units include, among others, the temperance movement, abolitionist movements, the women's suffrage movements, women's labor movements, women's global peace movements, and recent immigration movements. Readings and discussions will pay particular attention to the movements of women of color as well as the critiques of women of color of dominant women's movements. Course materials will analyze how methods of organizing reflect traditional forms of "doing politics," and we will also examine strategies and tactics for defining problems and posing solutions particular to women. Prerequisite: Any 100- or 200-level Women, Gender, and Sexuality Studies course or permission of instructor. Same as L77 WGSS 361

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L22 History 3622 Topics in Islam

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only. Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H
UColl: CD

L22 History 3630 Mapping the World of Black Criminality

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race -- and, more specifically, Blackness -- alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality by examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of Black bodies alongside the social history of Black crime while also foregrounding where and how Black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison-industrial complex system. Prerequisite: L90 3880 Terror and Violence in the Black Atlantic and/or permission of instructor, which will be based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 363

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 365 The Birth Crisis of Democracy: The New United States of America, 1776-1850

"Go get yourself some democracy!" Americans have so often preached to other nations, but just how did Americans themselves go about creating the world's largest and most successful democratic republic? How democratic was this violent new nation that reeled from one crisis to another and ultimately to the brink of collapse in its first 75 years? This survey of American history from the creation of the Republic to the eve of the Civil War explores the Revolution and its ambiguous legacies, the starkly paradoxical "marriage" of slavery and freedom, and the creation of much of the America that we know; mass political parties; a powerful presidency; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; heteronormative patriarchal family life; technological innovation; literary experimentation; distinctively American legal, scientific and religious cultures; and the modern movements of labor, feminism, and African-American empowerment. Prerequisite: sophomore standing or permission of the instructor. Modern, U.S.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H
UColl: HSP, HUS

L22 History 366 The Living American Civil War

This course focuses on the Civil War and Reconstruction as the central drama of American life in the 19th century, and also, the central event of American history itself, to the present day. How do we begin to understand the significance of the killing fields of the American Civil War, its three quarters of a million dead? The bloody conflict, and its causes and consequences, are explored from multiple perspectives: those of individuals such as Lincoln, McClellan, Davis, Grant, Longstreet and Lee, Dix and Tubman, Douglas and Douglass, who made momentous choices of the era; of groups such as the African American freedpeople and the Radical Republicans, whose struggles for freedom and power helped shape the actions of individuals; and of the historians, novelists, filmmakers and social movements that have fought to define the war's legacy for modern America. How is the Civil War both long ended and, at the same time, very much alive and still contested in contemporary America? Modern, U.S. Prerequisite: Sophomore standing or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3662 Experts, Administrators and Soldiers: Governance and Development in Postcolonial Africa

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives

offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3663 Caste: Globalization, Sexuality and Race

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15. Same as L77 WGSS 366
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

L22 History 367 America in the Age of Inequality: The Gilded Age and the Progressive Era, 1877-1919

This course explores dramatic changes in American society during the half-century from the Civil War to the end of World War I. We discuss industrialization; mass immigration from Europe, Asia and Latin America; the vast movement of rural people to cities; the fall of Reconstruction and rise of Jim Crow; the expansion of organized labor; birth of American Socialism; and the rise of the American empire in the Caribbean and the Philippines. The course, in addition, analyzes the many and varied social reform efforts of the turn of the 20th century, from women's suffrage to anti-lynching campaigns; from trust-busting and anti-immigrant crusades to the settlement house movement. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L22 History 3670 The Long Civil Rights Movement

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist"

leaders; it reveals how Latinos, Native Americans and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

L22 History 3672 Medicine, Healing and Experimentation in the Contours of Black History

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L22 History 3680 The Cold War, 1945-1991

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L22 History 3681 The U.S. War in Iraq, 2003-2011

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course concludes with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside

the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L22 History 3729 The United States in the 20th Century

This course explores the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of 20th-century U.S. history, students connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L22 History 373 History of United States Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 3743 History of U.S. Foreign Relations Since 1920

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HSM, HUS

L22 History 3744 Law and History: Colonial Era to Reconstruction

This course analyzes the development of American law and the constitutional system from the colonial era through the era of the Civil War and Reconstruction, beginning with a general theoretical background on the study of legal history. The course concludes with an analysis of the role of law in controversies around the commemoration of the Civil War era.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L22 History 3748 Of Dishes, Taste, and Class: History of Food in the Middle East

This course will cover the history of food and drink in the Middle East to help us understand our complex relationship with food and look at our lives from perspectives we intuitively feel or by implication know but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies; differentiate socially, culturally, and economically; establish values and norms for religious, cultural, and communal practices; and define identities of race, gender, and class. This course does not intend to spoil, so to speak, what is undeniably one of the most pleasurable human needs and activities; rather, the course seeks to make us aware of the social meaning of food and to reflect on how food shapes who we are as individuals and societies. We will study the history of

food and drink in the Middle East across the centuries and up to the present time, but we will be selective in choosing themes, geographic regions, and historical periods to focus on. Students should consult the instructor if they have not taken any courses in the humanities. Enrollment priority is given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

L22 History 3751 Women, Gender and Sexuality in Postwar America

We explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics include: domesticity and the culture of the 1950s; gendering the Cold War; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts include scholarly literature, memoirs, novels and film.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L22 History 3770 History of Slavery in the Middle East

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy.

We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L22 History 3785 The Second British Empire in World History

Throughout most of the 19th century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery.

The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asian possessions. Yet by 1900 Britain ruled 400 million people and one-quarter of the habitable globe, and most Britons were confident that this new "second" British Empire would rival the Roman Empire by lasting for centuries. This course surveys the sudden rise and equally unexpected collapse of the 20th-century British Empire from the perspective of its subjects.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 3803 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?

Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L22 History 3809 Furies and Die-Hards: Women in Rebellion and War

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.

Same as L97 GS 389

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, IS

L22 History 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively

sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qaeda founder `Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 3840 Migration and Modernity in Russia and the (Former) Soviet Union

This course introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this course, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but we will also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside this historically grounded overview, the course explores concepts of citizenship, diaspora, nationality policy, gender-specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Same as L97 GS 384

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L22 History 3843 Filming the Black Freedom Struggle in St. Louis

This inter-disciplinary course introduces students to the history of the Black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St.

Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history.

Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

L22 History 3856 The Sephardic World: 1492 to the Present

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands and the Americas. The questions we will explore include: In what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JIMES 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 3860 Empire in East Asia: Theory and History (Writing Intensive)

This course is an introduction to how historians and anthropologists incorporate theoretical insights into their work. It first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, and these arguments are informed by a range of theorists. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Asia, including settler colonialism, the colonial economy, representations of colonialism, and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Same as L97 GS 386

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L22 History 3865 Topics in Jewish History

Consult course listings for current topics. Prerequisite: permission of instructor.

Same as L75 JIMES 386

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L22 History 3870 Topics in Jewish Studies: Ansky to Kafka, Scholem to Schulz: Creating Modern Jewish Culture

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Same as L75 JIMES 387

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L22 History 3875 The Second British Empire in World History

Throughout most of the 19th century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery. The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asia possessions. Yet by 1900, Britain ruled 400 million people and one-quarter of the habitable globe, and most Britons were confident that this new "second" British Empire would rival the Roman Empire by lasting for centuries. This course surveys the sudden rise and equally unexpected collapse of the 20th-century British Empire from the perspective of its subjects.

Credit 3 units.

L22 History 388C How Free is Free?: African-American History Since Emancipation

The events that unfolded in Ferguson revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.

Credit 3 units. A&S IQ: HUM, SD Art: HUM

L22 History 3891 East Asia Since 1945: From Empire to Cold War

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas and Vietnam, all of which resulted from major conflicts in post-war Asia. We conclude with a look at East Asia in the post-Cold War era.

Credit 3 units. EN: H

L22 History 38B9 Understanding Lincoln: Writing-Intensive Seminar

This course explores the life, art (political and literary) and historical significance of Abraham Lincoln. It focuses first on how he understood himself and foregrounds his inspired conception of his own world-historical role in the Civil War. The course also traces how the larger world furnished the contexts of Lincoln's career, how his consciousness, speeches and writings, and presidential decisions can be understood against the backdrop of the revolutionary national democratic upheavals of the 19th century. Finally the course investigates how the 16th president,

so controversial in his day, has remained a subject of cultural contestation, with historians, novelists, poets, cartoonists, filmmakers, advertisers and politicians struggling over his memory and meaning, to the present.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L22 History 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L22 History 3900 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? Same as L57 RelPol 390

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L22 History 3921 Secular & Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that does not apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L22 History 393 Medieval Christianity

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the fifth century and the 15th, with an emphasis on the interaction of religion, culture, politics and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.

Same as L23 Re St 393

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 394C African Civilization to 1800

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

Same as L90 AFAS 321C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 395C African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of precolonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

L22 History 3961 Comintern: The Communist International's Global Impact

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and 13 Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.

Same as L97 GS 396

Credit 3 units. A&S IQ: HUM EN: H

L22 History 3977 The Making of the Modern Catholic Church

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to

the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, postcolonial world.

Same as L23 Re St 3977

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L22 History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar

Prerequisites: satisfactory standing as a candidate for Senior Honors and permission of thesis director.

Credit variable, maximum 4 units. A&S IQ: HUM, WI EN: H

L22 History 39F8 Gender and Sexuality in 1950s America: Writing-Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing-intensive seminar we use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Credit 3 units. A&S IQ: HUM, SD, WI BU: BA EN: H

L22 History 39J8 Mapping the Early Modern World: Writing-Intensive Seminar

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this seminar, we will study how maps were created, circulated and interpreted between the 16th and 18th century, when Europeans came into contact with new regions throughout the world and reshaped their own backyards through the rise of the modern state and the development of national identity.

Credit 3 units. A&S IQ: HUM, WI BU: HUM, IS EN: H

L22 History 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Same as L77 WGSS 39SC

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 39SM Women and Crime in the Evolution of American History

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to

the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA

L22 History 39UK Mao and the World

Was Mao Zedong an uncompromising tyrant who caused the death of millions, or was he a revolutionary leader who was daring enough to imagine an alternative existence? This course is a close investigation of Mao and his world through a global perspective. The students will be exposed to primary sources written by Mao himself, and they will situate Mao within the turbulent decades of China's engagement with Western colonialism, imperialism, and revolutionary thought in the 20th century. Putting Maoism at the center of world history, students will learn the intimate links between China, Southeast Asia, Africa, and North America, and they will examine in detail how Maoism shaped a variety of political and infrastructural transformations around the world, from the Black Panthers to Tanzanian railroads. By the end of the course, students will have a strong grasp of the contradictions that Mao himself faced throughout his life -- contradictions that changed nothing less than the world itself.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS

L22 History 4010 Capstone Seminar: Antisemitism and Islamophobia: A Comparative Perspective

The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H

L22 History 4040 Senior Seminar: Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims

dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 4051 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L22 History 4080 Nuns

Nuns — women vowed to a shared life of poverty, chastity, and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Same as L23 Re St 408

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 4154 Decolonization to Globalization: How to End an Empire

The course examines questions of contemporary relevance by revisiting the history of European empire and decolonization in South Asia: Is the United States an empire? Have we deliberately or otherwise supported U.S. empire? Did the history of European empire "train" some people to further American imperial interests throughout the 20th century? Is the empire over? Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequities. A further setback arrived in the guise of U.S.-centered globalization. The countries of Bangladesh, India, Pakistan, Nepal, and Sri Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation-building, the Cold War, and globalization for those South Asian countries created since the 1940s. By considering the possibility that the U.S. empire is facing a radical collapse, the course delves into new and novel ways by which South Asians have interrogated, accepted, resisted, and possibly overturned the multiple levels of power unleashed upon them since the formal end of European colonialism. Modern, South Asia. Prerequisite: Prior course work in history or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 4203 Nature, Technology and Medicine in Korea

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken

Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as a EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH

L22 History 4242 Culture and Politics in the People's Republic of China: New Approaches

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4242

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 4264 Memory for the Future

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project).

Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate.

Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L22 History 4274 Palestine, Israel and the Arab-Israeli Conflict

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L22 History 4288 Higher Education in American Culture

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to both national and regional cultural and economic development, and they have functioned as one component of an increasingly diversified and complex system of education. This course surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We will use primary and secondary readings to critically examine higher education's conflict-ridden institutional transformation, from exclusively serving the elite to increasingly serving the masses. We will explore the cultural sources of ideas as well as the growth and diversification of institutions, students, and faculty as they changed over time as well as curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.

Same as L12 Educ 4288

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH,

HUM EN: H

L22 History 4415 Technology, Empire, and Science in China

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout

the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 4442 The Jewish Experience in Eastern Europe

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Credit 3 units.

L22 History 4444 The Mystical Tradition in Judaism

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 4450 Topics in Islam: History of Political Thought

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 445

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L22 History 4451 Religion and the State: Global Mission, Global Empire

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L22 History 4461 History of Political Thought in the Middle East

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 446

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L22 History 4491 American Unbelief from the Enlightenment to the New Atheism

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S IQ: HUM Arch: SSP Art: SSP EN: H

L22 History 450C Interdisciplinary Topics in the Humanities

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L22 History 4511 Urban Culture in Modern China

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 4522 Digital and Critical: Frontiers in History

Can digital technologies offer new ways to rethink historical narratives? Is DH the future of the humanities and of history as a profession? Can DH and critical inquiry be brought together? This course explores the history, present, and future of digital humanities (DH) to seek responses to these questions. From its origins in the Cold War to its rise to fame in the 1990s, the digital turn in the humanities has garnered excitement and support as well as critique and even disavowal from historians. In this course, we will examine the debates in the field of DH and learn about new ways in which historians are using digital tools for academic research as well as public outreach and activism. The course will be divided into two parts. The first half of the course will be devoted to understanding the historical growth and the present status of the field. In the second half, students will be learning basic digital tools to conduct research. The purpose of the course is not to turn historians into coders; it is to understand what codes can do for historians.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L22 History 4564 American Pragmatism

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity and contextualizes it amid late 19th- and early 20th-century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism and the Civil War. Major essays by each thinker are read as well as three intellectual biographies and one critical survey.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L22 History 4610 Latin American Populism and Neo-Populism

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the 1920s, 1930s-60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics, and outcomes of classical populist and neo-populist governments and parties. Among the notable populist and neo-populist cases to be examined include: Peronism in Argentina, Velasquismo in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchner in Argentina, and Hugo Chávez in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics will also be explored.

Same as L97 GS 4611

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 4633 20th-Century Latin American Revolutions

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social, and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes, and outcomes of the Mexican, Cuban, and Nicaraguan revolutions. The course also analyzes late 20th century guerrilla movements in El Salvador and Peru.

Same as L97 GS 4633

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L22 History 4675 Beyond the Harem: Women, Gender, and Revolution

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L22 History 4681 Topics in Literature and History: The Age of Lincoln -- America in the 1850s

This seminar is an interdisciplinary examination of the culture and politics of America in the critical watershed decade before the Civil War. The course explores how a range of writers — some avowedly "literary," others more decidedly "political" — advanced their versions of America in the larger culture at a time when all things American — democracy, religious destiny, and nationality itself — were becoming profoundly problematic.

Credit 3 units.

L22 History 4689 American Intellectual History to 1865

This course presents an overview of American intellectual history from the early 17th century and the founding of the first English settlements in North America to the mid-19th century and the American Civil War. We investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific and educational thought. We cover major topics such as: Puritanism, the Enlightenment, Evangelicalism, Romanticism and the inner Civil War. We address concepts central to the formation of the nation's identity including those of the covenant, republicanism, citizenship, equality, freedom, liberty, natural law, transcendentalism, order, reason, progress and democracy.
Credit 3 units. A&S IQ: HUM EN: H

L22 History 469 American Intellectual History Since 1865

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-9/11 America.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L22 History 4710 Topics in Japanese Culture

A topics course on Japanese culture; topics vary by semester.
Same as L03 East Asia 471
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L22 History 4741 Frankenstein: Origins and Afterlives

Same as L14 E Lit 474
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L22 History 4742 Americans and Their Presidents

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through George W. Bush. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.
Same as L98 AMCS 474
Credit 3 units. A&S IQ: HUM EN: H

L22 History 4754 Advanced African History Seminar

This seminar allows students who have completed basic African history course work to explore advanced topics in the field. Selected topics include: African geography and environmental history, the classical kingdoms of the Sahel, the development of

Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa.

Same as L90 AFAS 475

Credit 3 units. A&S IQ: LCD BU: ETH EN: H

L22 History 4761 Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos.
Prerequisites: Classics 341C or 342C or 345C or 346C or permission of instructor.
Same as L08 Classics 476

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 4763 Olympian Shadows: Macedon and Its Neighbors in Antiquity

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. Prerequisites: at least one semester of Classics 341C, 342C, 345C, or 346C, or instructor's permission.
Same as L08 Classics 4763

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L22 History 481W History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given

to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM

BU: BA, HUM EN: H

L22 History 4823 Senior Seminar in Religious Studies

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH

EN: H

L22 History 4841 Core Seminar in East Asian Studies

This course introduces students to some of the major approaches and methodologies scholars have used for studying East Asia in the humanities and social sciences. Together we will discuss the history of Asian Studies and influential scholarship to identify how others have formulated questions about East Asia, and how they have attempted to answer them. This will provide the means for students to orient themselves in the field of East Asian Studies and begin to generate scholarly questions and answers of their own. Open to juniors and seniors majoring or minoring in EAS, EALC, History, Art History, or other East Asia-related fields. Required of MA and MBA/MA students in East Asian Studies, and second year JD/MA students in East Asian Studies. Open to graduate students focusing on East Asia in other disciplines. Undergraduates register for L03 484. Graduates for L03 584.

Same as L03 East Asia 484

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L22 History 4842 The Japanese Empire in Asia, 1874-1945

This course examines the expansion of the Japanese Empire in Asia from 1874 to 1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea and Manchuria. The course explores the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Credit 3 units.

L22 History 4844 Women and Confucian Culture

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course focuses on Ming (1368-1644) and Qing (1644-1911) China, but also examines these issues in two other early-modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Credit 3 units.

L22 History 4854 Advanced Seminar: The United States in Afghanistan Since 1979

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the U.S. War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic, and economic dynamics as well as to international relationships, the experience of war, and the subsequent developments upon both American and Afghani societies. Major topics covered include U.S. covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war, and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the forms of insurgency, warlords, drug gangs, criminal networks, and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China, and Central Asian states; the Obama surge and counterinsurgency operations, starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture, and human rights abuses; and the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown, and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only.

Credit 3 units. A&S IQ: HUM, LCD

L22 History 487 Topics in American History: Race and Drugs in American History

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century-long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st-century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L22 History 4872 Colonial Cities and the Making of Modernity

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the

colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

L22 History 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L22 History 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and postcolonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was postcolonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 4885 Advanced Seminar: Medicine, Disease and Empire

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the 16th century through the 20th century. Topics covered include: epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 4894 Advanced Seminar: The U.S. in Vietnam: Origins, Developments and Consequences

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of U.S. intervention. Special attention to political, military, economic and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 489A Advanced Seminar: Hinduism and the Hindu Right

This course fulfills the history major capstone requirement as an Advanced Seminar.
Credit 3 units.

L22 History 48IB Advanced Seminar: New York, New York: The Empire City from Stuyvesant to Trump

This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power — how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction — political, cultural, and economic; and matters of belonging — whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro — the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts — and the macro — the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruins, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. This course fulfills the history major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L22 History 4914 Advanced Seminar: Japan in World War II — History and Memory

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We trace the war, from the first Japanese military attack on China in 1931 through the U.S. atomic bombings of Hiroshima and Nagasaki in 1945. We also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of memory studies in History.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L22 History 4918 Advanced Seminar: Sexuality in the United States

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L22 History 4941 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th-century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain and Germany), and the hunt for heresy in Goa and the Philippines. This course will read inquisitional manuals (books on how to conduct an inquisition) and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L22 History 4965 Advanced Seminar: Magic, Heresy and Witchcraft in the Medieval World, 350-1550

This seminar will study the history of magic, heresy, and witchcraft in the medieval world. It will begin in the fourth century after the conversion of Constantine the Great and end with the great witchcraft trials of the 15th and 16th centuries. The seminar will read magical treatises, ecclesiastical polemics against vulgar belief, inquisitorial trials, chronicles, and histories, in our attempt to define what was considered the ordinary and the extraordinary, the natural and the supernatural, good and evil, the boundaries of heaven and earth. How do modern historians use medieval documents to evoke the lives of men, women, and children who believed in magic or were accused of heresy? Can this only be done through a form of historical anthropology? What methods do historians use in trying to understand past ideas and practices? What is historical truth then? What is the relationship of supposedly heterodox belief and behavior with religious orthodoxy? How do we define

religion? A theme throughout this seminar will be the definition of evil and the powers of the devil. Students will write a short historiographic essay and a long research essay. Pre-modern, Europe. Prerequisite: sophomore standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 4976 Advanced Seminar: The American Trauma: Representing the Civil War in Art, Literature and Politics

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Credit 3 units. A&S IQ: HUM EN: H

L22 History 497A Global Asias

This course engages a new methodological approach to Asia that expands beyond the spatial concept of the region as a set of political entities occupying a specific part of the world. Global Asias seeks to open up avenues of inquiry to accommodate the study of flows of people, ideas, and practices across Asia and throughout the world. It provides the opportunity to consider Asian communities as they manifest themselves in different places and different ways. We begin with a survey of past attempts to define, understand, and manage Asia, which resulted in an area studies approach. We then engage transnational and interdisciplinary efforts, and we conclude by considering the possibility that Global Asias can challenge and perhaps unseat the reigning epistemologies that exist today.

Same as L97 GS 4976

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: IS EN: H

L22 History 4981 Advanced Seminar: Historical Perspectives on Human Rights

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25- to 30-page paper on a historically oriented, human rights-related topic of student's choice.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We focus on Ming (1368-1644) and Qing (1644-1911) China, but also examine these issues in two other early-modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Credit 3 units.

L22 History 4983 Advanced Seminar: Renaissance Florence and Venice

Venice was the most famously stable city-state in Renaissance Italy, Florence the most notoriously unstable one. This course explores how those contrasting political environments and experiences shaped social relations and cultural production (and vice versa) in those two cities.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L22 History 4984 Advanced Seminar: The Problem of Freedom: The Age of Democratic Revolution in the Americas

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course explores two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of postcolonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention is given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Credit 3 units. A&S IQ: HUM, SD EN: H

L22 History 4990 Advanced Seminar: History of the Body

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources - including vital statistics, paintings and photographs, hospital records, and sex manuals - to reconstruct changes in how humans have conceptualized and experienced their own bodies. We will pay particular attention to the intersection of European cultural history and history of medicine since 1500. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L22 History 4993 Advanced Seminar: Women and Religion in Medieval Europe

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we examine the religious experience of women in a variety of settings — from household to convent. In particular, we try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 4998 Advanced Seminar: The Crusades

This seminar will study the phenomenon of crusading in medieval Latin Christendom, from the First Crusade proclaimed by Pope Urban II in 1095 to the late crusades of the 14th and 15th centuries. We will particularly focus on crusading in the 12th and 13th centuries, when the ideas and practices of being

a martial pilgrim were developed and formalized by the church. The concept of holy war in Latin Christianity and Islam will be examined. We will analyze the Fourth Crusade and the sack of Constantinople in 1204. We will investigate the Albigensian Crusade (1208-1229) into what is now southern France, when Christians were promised salvation for killing other Christians. Topics to be discussed are the Kingdom of Jerusalem and other crusader colonies in the Levant, women on crusade, the poetry of crusading, chivalry, military orders like the Knights Templars and the Hospitallers, and violence as a redemptive act. One historiographic paper and a research essay are required.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 49CA Advanced Seminar: Religion and the Secular: Struggles Over Modernity

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 49DB Advanced Seminar: Women in Renaissance Italy

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 49DM Advanced Seminar: Meet Me in St. Louis

This seminar uses the 1904 Louisiana Purchase Exposition held in St. Louis as a lens to explore the intersection of exhibitionary culture, nation building and history. In the second half of the 19th century, world's fairs became a fact of life in many parts of the world. By the end of the century, American historian and cultural critic Henry Adams argued there was indeed a "religion of world's fairs." These international expositions, as sites of pilgrimages not only informed people's perception of the world but also were ideal stages for young countries to showcase their achievements, to attract investors and to craft a national identity. Students will examine the rise of exhibitionary culture and the construction of patriotic histories and national symbols, the manufacturing of racial ideologies and otherness, and how these were all embedded in debates on civilization, modernity and progress.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L22 History 49IR Independent Research for Capstone

This course is to be taken in addition to any Advanced Seminar for which a student registers.

Credit 1 unit. EN: H

L22 History 49JK Advanced Seminar: Blood and Sacred Bodies: Ritual Murder and Host Desecration Accusations

This seminar follows the history of the ritual murder and Host desecration accusations from the origins in 12th- and 13th-century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful;

the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 49KK Advanced Seminar: The U.S. in Afghanistan: Origins, Developments, Consequences

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the US War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic and economic dynamics as well as to international relationships, the experience of war and the subsequent developments upon both American and Afghani societies. Major topics covered include US covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the form of an insurgency, warlords, drug gangs, criminal networks and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China and Central Asian states; the Obama surge and counterinsurgency operations starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture and human rights abuses; the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC Art: SSC BU: IS

L22 History 49MB Advanced Seminar: Women and Gender in Modern Caribbean History

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H

L22 History 49MG Advanced Seminar: Planning Global Cities

This team-taught advanced seminar addresses the history and theory of a variety of metropolitan environments from the mid-19th century to the present. Readings move from the 19th-century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities such as Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions such as urban renewal, the emergence of the preservation movement and new urbanism.

Credit 3 units.

L22 History 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research and write a 25-page paper on a topic of their choice related to the Arab Spring.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L22 History 49PK Advanced Seminar: The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Credit 3 units. A&S IQ: HUM EN: H

L22 History 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, life, and death that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery -- as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation; and millennial redemption. Finally, the course engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery -- and of its material experiences, interpretations, and archives -- have shaped the lives and afterlives of slavery and race to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12- to 15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University; research projects that engage the University's slavery "archive" and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. Prerequisite: See History headnote.

Credit 3 units. A&S IQ: HUM, SD BU: BA, ETH, HUM EN: H

L22 History 49SC Advanced Seminar: Inventing India

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India -- as a concept -- over time. We will learn how the fabrication of India has proceeded through the centuries, and how the many meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We will study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 4 units. A&S IQ: HUM, LCD EN: H

L22 History 49TP Advanced Seminar: Whose Nairobi?

Opportunity and Inequality in a 20th-Century African City
Visitors to East Africa often hear the cautionary refrain, "Nairobi is not Kenya." However, over the past century, Kenya's largest city has meant distinctly different things to distinctly different people. Starting as a simple railway camp in the late 19th century and shaped by decades of colonial racial and ethnic segregation, it has grown into a global "mega-city," where Kenyans from every background and every corner of the country interact with an equally diverse cast of foreigners. Focusing on the realities of the day-to-day, this research seminar deploys a wide variety of historical evidence to better understand how ordinary people experienced and were shaped by Nairobi during the long and turbulent 20th century. This seminar's centerpiece is an extensive and original research paper that offers students the opportunity to work with a wide variety of primary sources, including archives, city planning reports, maps, images of the built environment, music, material culture, memoirs, and narrative fiction.

Credit 3 units. A&S IQ: HUM, LCD EN: H

Interdisciplinary Project in the Humanities

The Interdisciplinary Project in the Humanities (IPH) is a rigorous program for highly motivated students whose interests draw them beyond traditional academic categories. The major, which usually leads to a degree with honors, combines an introductory core — a focused study of texts central to the European, American and Asian philosophical, religious and literary traditions — with an area of concentration: an advanced cluster of courses and research tailored to the special interests of each student in the program. For students pursuing concentrations in, for example, American intellectual history, in the European avant-garde in the 20th century, or in Renaissance political thought (to take three among many possible concentrations), the introductory core provides a crucial foundation for advanced interdisciplinary work. The core

also provides a useful background for students undertaking comparative concentrations in such topics as encounters between East Asian and Western medical traditions or the literature of mysticism.

All students in the major learn to write and speak clearly and flexibly; they are given broad exposure to a range of canonical texts, and they engage in the historical and formal analysis of those and many other texts; they become skilled at research in at least one foreign language; and they are given considerable experience in creative, independent scholarly inquiry. Their work in the humanities bridges disciplines and fosters in them the two fundamental interpretive skills of contextualization and criticism. Students in the program will be well prepared for a range of graduate programs in the humanities, for professional careers in law and public service, and for the vital work of critical citizenship and life-long intellectual discovery.

Phone: 314-935-4200
Email: iph@wustl.edu
Website: http://iph.wustl.edu

Faculty

Director

Joseph F. Loewenstein (<https://english.wustl.edu/people/joe-loewenstein/>)

Professor
PhD, Yale University
(English; IPH; Comparative Literature)

Participating Faculty

Jami Ake (<https://artsci.wustl.edu/faculty-staff/jami-ake/>)

Senior Lecturer
PhD, Indiana University
(IPH; English; Women, Gender, and Sexuality Studies)

Anupam Basu (<https://english.wustl.edu/people/anupam-basu/>)

Assistant Professor
(English)

Kurt Beals (<https://german.wustl.edu/people/kurt-beals/>)

Associate Professor
PhD, University of California, Berkeley
(German; Comparative Literature)

Tili Boon Cuillé (<https://rll.wustl.edu/people/tili-boon-cuille/>)

Associate Professor
PhD, University of Pennsylvania
(Romance Languages and Literatures)

Eric Brown (<https://philosophy.wustl.edu/people/eric-brown/>)

Associate Professor
PhD, University of Chicago
(Philosophy)

Matt Erlin (<https://german.wustl.edu/people/matt-erlin/>)

Professor
PhD, University of California, Berkeley
(German)

Amy Gais (<https://iph.wustl.edu/people/amy-gais/>)

Lecturer
PhD, Yale University
(IPH; Political Science)

Robert Henke (<https://complit.wustl.edu/people/robert-henke/>)

Professor
PhD, University of California, Berkeley
(Performing Arts; Comparative Literature)

Christine Johnson (<https://history.wustl.edu/people/christine-johnson/>)

Associate Professor
PhD, Johns Hopkins University
(History)

Catherine Keane (<https://classics.wustl.edu/people/catherine-keane/>)

Professor
PhD, University of Pennsylvania
(Classics)

Thomas Keeline (<https://classics.wustl.edu/people/tom-keeline/>)

Associate Professor
PhD, Harvard
(Classics)

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)

Associate Professor
PhD, New York University
(Spanish; Women, Gender, and Sexuality Studies)

Frank Lovett (<https://polisci.wustl.edu/people/frank-lovett/>)

Associate Professor
PhD, Columbia University
(Political Science; Legal Studies)

Laurie F. Maffly-Kipp (<https://rap.wustl.edu/people/laurie-f-maffly-kipp/>)

Archer Alexander Distinguished Professor
PhD, Yale University
(Religion and Politics)

Timothy Moore (<https://classics.wustl.edu/people/timothy-moore/>)

John and Penelope Biggs Distinguished Professor of Classics
PhD, University of North Carolina at Chapel Hill
(Classics)

Philip Purchase (<https://iph.wustl.edu/people/philip-purchase/>)

Senior Lecturer
PhD, University of Southern California
(IPH; Classics; Comparative Literature)

Matthew Rickard (<https://iph.wustl.edu/people/matthew-rickard/>)

Mellon Fellow in Modeling Interdisciplinary Inquiry in the Humanities
PhD, Princeton University
(IPH; English)

Graham A. Sack (<https://iph.wustl.edu/people/graham-alexander-sack/>)

Mellon Fellow in Modeling Interdisciplinary Inquiry in the Humanities
(IPH; English)

Luis Alejandro Salas (<https://classics.wustl.edu/people/luis-alejandro-salas/>)

Assistant Professor
PhD, University of Texas
(Classics)

Trevor Sangrey (<https://artsci.wustl.edu/faculty-staff/trevor-sangrey/>)

Lecturer
PhD, University of California, Santa Cruz
(Women, Gender, and Sexuality Studies)

Wolfram Schmidgen (<https://english.wustl.edu/people/wolfram-schmidgen/>)

Professor
PhD, University of Chicago
(English)

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)

Professor
PhD, University of California, Los Angeles
(Italian)

Kristoffer Smemo (<https://history.wustl.edu/people/kristoffer-smemo/>)

Lecturer
PhD, University of California in Santa Barbara
(History)

Zoe Stamatopoulou (<https://classics.wustl.edu/people/zoe-stamatopoulou/>)

Associate Professor
PhD, University of Virginia
(Classics)

Lynne Tatlock (<https://german.wustl.edu/people/lynne-tatlock/>)

Hortense and Tobias Lewin Distinguished Professor in the Humanities
PhD, Indiana University
(German; Comparative Literature)

Mark Valeri (<https://religiousstudies.wustl.edu/people/mark-valeri/>)

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
PhD, Princeton University
(Religion and Politics; Religious Studies)

Majors

The Major in the Interdisciplinary Project in the Humanities

Total units required: 44

Foundations for the major include four of the Text and Traditions core courses, shown below, which may include a humanities-based Ampersand (<https://artsci.wustl.edu/ampersand-programs/>) first-year program (IPH 201C and IPH 203C taken in the same semester) plus two of the IPH courses in the core.

Code	Title	Units
IPH 201A	Puzzles and Revolutions: Text and Tradition	3
IPH 201B	The Great Economists: Text and Traditions	3
IPH 201C	Ampersand: Classical to Renaissance Literature	3
IPH 203C	Ampersand: Early Political Thought	3
IPH 207C	Modern Political Thought: Text and Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3
IPH 3050	Literary Modernities in Europe and America: Text and Traditions (IPH 3050 is an updated version of IPH 205C Literary Modernities)	3
IPH 310	The Intellectual History of Sex and Gender: Text and Traditions	3
IPH 320	The Intellectual History of Race and Ethnicity	3

IPH Core

The IPH core consists of four courses drawn from the Text and Traditions program, which may include an Ampersand first-year course sequence. Students begin taking core courses during their first year but generally not later than the spring of the sophomore year.

Students apply to the major during their sophomore year by submitting a portfolio of three previously written essays and a letter of recommendation from a Text and Traditions professor; admission is completed by means of an assessment interview with the IPH Director. Once admitted to the program, each student designs — in consultation with their IPH advisor — a program of advanced course work called the Area of Concentration.

During the spring semester of the sophomore year, students undertake their first sustained research project, the Sophomore Research Tutorial, under the mentorship of a member of the faculty who has agreed to work with them on the topic and who has been approved by their IPH advisor. During their sophomore and junior years, students focus on their Area of Concentration courses and continue to plan their capstone/thesis project.

In the spring semester of the junior year, students take the IPH Theory and Methods Seminar and the IPH Thesis Prospectus Workshop in anticipation of their capstone/thesis project. For their capstone/thesis projects, students work with a faculty member who has agreed to mentor them and two other faculty members who will read their thesis. All mentors and committee members must be approved by the student's IPH advisor. In late February and early March, students seeking honors take written and oral comprehensive exams.

In the fall of the senior year, students take an IPH Interdisciplinary Topics course and the Senior Thesis Tutorial; in the spring, they take the Senior Colloquium. In addition, they complete and present their capstone/thesis projects before the end of March.

Foreign Language Competency

By the fall semester of the senior year, IPH majors must have completed a four-course sequence in a non-native language and take an IPH-administered Language Application Exercise as evidence of their foreign-language competency.

Areas of Concentration

With their IPH faculty advisors, students construct a coherent interdisciplinary sequence of five courses for advanced study. This "area of concentration" must include at least one course in political or cultural history, which will normally be taken between the third and seventh semesters of the program. Some students will pursue concentrations that reflect the long-standing research interests of a number of faculty in the humanities. Among these latter fully developed concentrations are the tracks in the following areas:

- Renaissance Studies
- Literature and History
- History of Media
- Data Science in the Humanities
- Carceral Studies

Other recent Areas of Concentration have included the following:

- Domesticity and Political Thought
- Religion and 19th-Century Literature
- Jurisprudence
- Madness in Classical Greek Drama
- Rural Chinese Environmentalism
- Central European Nationalism and the Zionist Movement
- Feminist Opera
- Space Law

Required Courses

Required courses for the major are as follows:

Code	Title	Units
Four core Text and Tradition courses		12
IPH 301	Sophomore Research Tutorial	2
IPH 401	IPH Thesis Prospectus Workshop	3
IPH 403	Senior Thesis Tutorial	3
Area of Concentration courses		15
IPH 405	Theory and Methods in the Humanities	3
IPH 450	Interdisciplinary Topics in the Humanities	3
or IPH 470	Interdisciplinary topics: The Idea of the Law: Text & Traditions	
IPH 455	IPH Senior Colloquium: Interdisciplinary Topics in the Humanities	3
Total Units		44

Minors

The Minor in Text and Traditions

Units required: 15

Text and Traditions is a minor open to first-year and sophomore students. In this program, students read, reflect on, and analyze — both orally and in writing — the foundational texts of Western literary, philosophical, scientific, and political culture, with comparative excursions into non-Western texts and traditions.

For students majoring in a science, the Text and Traditions minor provides a firm grounding in the humanities. All courses in the minor fulfill Arts & Sciences distribution requirements. Five courses satisfy the requirements for a minor in Text and Traditions.

Required courses:

Students take five of the following courses (15 units):

Code	Title	Units
IPH 200C	Sanity and Madness in Literature from Ancient Greece to the Renaissance	3
IPH 201A	Puzzles and Revolutions: Text and Tradition	3
IPH 201B	The Great Economists: Text and Traditions	3
IPH 201C	Ampersand: Classical to Renaissance Literature	3
IPH 203C	Ampersand: Early Political Thought	3
IPH 207C	Modern Political Thought: Text and Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3
IPH 3050	Literary Modernities in Europe and America: Text and Traditions	3
IPH 307	Ampersand: Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition	3
IPH 310	The Intellectual History of Sex and Gender: Text and Traditions	3
IPH 320	The Intellectual History of Race and Ethnicity	3

Elective courses:

Students may elect to substitute one of the above Text and Traditions courses with a text-centered course that emphasizes primary sources. Prior consultation and IPH advisor approval are required.

Additional Information

Enrollment is by application through the IPH program. Students must earn a grade of C or better for the course to count toward the minor.

The Minor in Data Science in the Humanities (DASH)

Units required: 15

Any humanities student will feel at home in this minor and in its active research community. No previous experience with computational methods is required; the curriculum equips students with the skills and knowledge necessary to navigate the field of Digital Humanities, and those skills and that knowledge are eminently "transferable." Computational approaches to questions in the humanities are slowly migrating from the methodological fringes of the disciplines of cultural, artistic and historical inquiry; students in the minor will have the opportunity to engage with the emerging future of their fields and to help shape that future.

A student who *does* have previous computational experience — a computer science major, for instance — will also benefit from this minor. By grafting that knowledge to the problems of cultural and historical analysis and working on challenging new projects within unfamiliar fields, computer-savvy students will find themselves becoming more versatile and more attractive to graduate admissions committees and potential employers.

For the minor, students take 6-7 units from the four DASH courses plus at least 3 units of internship (which can be repeated for up to 8 credits). The internship research experience is required and consists of working under the director of a faculty on a project through IPH or the Humanities Digital Workshop. The DASH courses and internship can be supplemented with elective courses in Computational Humanities, Digital Culture and Design, or Computer Science.

DASH Courses

Code	Title	Units
IPH 312	Introduction to Digital Humanities	3
IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
IPH 430	Data Manipulation for the Humanities (1 unit)	1
IPH 432	Programming for Text Analysis (Now 3 units)	3
IPH 399	Internship in Digital Humanities (Can be repeated [up to 8 total credits])	3-8
Electives		3-6

Elective DASH Courses

Students may supplement the DASH requirements with elective courses taken from three categories: Computational Humanities, Digital Culture and Design, or Computer Science. The IPH reaches out to other faculty to identify courses that may be counted as DASH elective courses. DASH minors must reach out to their IPH/DASH advisor for approved elective courses.

Internship Research

The DASH minor is unusual among humanities programs in its focus on hands-on undergraduate research via internship. STEM fields provide relatively straightforward pathways toward research, whereas humanities students sometimes struggle to define what humanities research entails and how to get involved. Research opportunities are built into the DASH minor. DASH requires every student to take at least 3 units of directed research during an internship on a faculty-led project, and students are encouraged to work on more than one project or to advance their skills during another semester or summer. Students may take up to 8 units of internship/research. Lists of projects can be found on the IPH (<https://iph.wustl.edu/research-apprenticeships/>) and Humanities Digital Workshop (<https://hdw.wustl.edu/browse/>) websites.

Every summer, the Humanities Digital Workshop invites applications from students for its summer fellowships (<https://hdw.wustl.edu/fellowships/#primary>). The fellowships pair students with humanities faculty engaged in digital humanities projects for 8 weeks, and past participants have overwhelmingly found this to be a valuable experience.

Courses

Visit online course listings to view semester offerings for L93 IPH (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L93&crslvl=1:4>).

L93 IPH 150 First-Year Seminar: Topics in Interdisciplinary Inquiry

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L93 IPH 200C Sanity and Madness in Literature from Ancient Greece to the Renaissance

We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures.

Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

L93 IPH 201A Puzzles and Revolutions: Text and Tradition

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science -- by virtue of its role in the development of technology and the improvement of health -- has brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L93 IPH 201B The Great Economists: Text and Traditions

Examination of the great economic thinkers, the problems they sought to solve, the historically-conditioned assumptions that they bring to their work, and the moral issues they raise. The class will read from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbroner. These readings will be paired with selected texts on the social and moral issues of their times.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L93 IPH 201C Ampersand: Classical to Renaissance

Literature

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's *Iliad* is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: HUM EN: H

L93 IPH 203C Ampersand: Early Political Thought

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: HUM EN: H

L93 IPH 207C Modern Political Thought: Text and Traditions

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, W.E.B. Du Bois, Hannah Arendt, and Michel Foucault.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: HUM, IS EN: H

L93 IPH 209 Scriptures and Cultural Traditions: Text & Traditions

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L93 IPH 211A Digital Humanities: Information Representation, Analysis and Modeling

It is a truism that computers have changed our lives, the way we think, but in fact systematic efforts to apply current technologies to the thinking about history and culture have been rare. This course enables students to consider how these technologies might transform the humanities. Students explore the various ways that ideas and data in the humanities can be represented, analyzed and communicated. Topics include forms of information, modeling and simulation, geospatial (GIS) and temporal representations of data, and ways of creating and using audio and visual information. Readings and classwork are supplemented by small assigned digital projects culminating in a project chosen by the students themselves. Students should be comfortable with using the internet and a word processor. No other special computing skills are required.

Credit 3 units.

L93 IPH 260 From Literature to Opera

Much operatic repertoire is based on classics of literature, from the very first operas of 1598-1600 to the present day. From Literature to Opera will introduce students to the world of opera through a close study of a few select works based on major literary subjects, beginning with the literary works themselves and proceeding to the ways the texts are adapted for the musical stage and then transformed into another genre through their dramatic musical settings. For 2018 the works studied will be Virgil's and Ovid's versions of the Orpheus myth set to music by Claudio Monteverdi in 1607 as one of the earliest operas. Next we will move on to Carlo Goldoni's play, *Don Juan*, which was composed by Mozart as *Don Giovanni* in 1787. Shakespeare will be represented by the ultimate tragedy of words, *Othello*, and Giuseppe Verdi's *Otello* of 1887. The course will conclude with Claude Debussy's *Pelleas et Mélisande* of 1902, based on Maurice Maeterlinck's 1892 symbolist play of the same name. No previous musical experience required. The class will be conducted as a seminar focused on student participation. Each student will also choose an opera based on a literary work as the subject of two 10-page papers. The first, due at midterm, will study the literary source and the way it is adapted as an operatic text (libretto). The second, due at the end of finals week, will analyze how the libretto is dramatized through the music. One of the important purposes of class discussion will be to develop a usable vocabulary for describing music and its dramatic effects.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art:
HUM BU: HUM EN: H

L93 IPH 299 Research Internship in the Humanities

Credit variable, maximum 3 units.

L93 IPH 301 Sophomore Research Tutorial

A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest.

Credit 2 units. A&S IQ: HUM EN: H

L93 IPH 3050 Literary Modernities in Europe and America: Text and Traditions

The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early 17th century to the 1920s, starting with "Don Quixote." We will explore, among other things, the eruption of the novel, the secularization of autobiography, the

literary discovery of the city, and the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice (e.g., Wollstonecraft's "Vindication of the Rights of Women"; Marx's "German Ideology"; Freud's "The Interpretation of Dreams"; Eliot's "Tradition and the Individual Talent"; or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote").

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L93 IPH 307 Ampersand: Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings — by Chinese, Japanese, Korean, and Taiwanese writers and poets — will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L93 IPH 310 The Intellectual History of Sex and Gender: Text and Traditions

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L93 IPH 312 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L93 IPH 3123 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider

how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L93 IPH 315 Independent Study in the Interdisciplinary Project in the Humanities

Credit 3 units.

L93 IPH 3191 The European Avant-Garde: Interdisciplinary Studies in the Humanities, 20th Century

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition, emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L93 IPH 320 The Intellectual History of Race and Ethnicity

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM

L93 IPH 3311 Laughter from Joubert to Bataille: Interdisciplinary Studies in the Humanities

In this course we will trace a tradition of writing on laughter. While we will read texts that might explain laughter by way of comedy or humor, we will be interested in laughter itself. What does the body in laughter look like? How does laughter sound? Where, when and how does laughter happen? What is laughter's relation to language, to song, to thought? What kind of communities does laughter form? We will read texts by Joubert, Erasmus, Hobbes, Descartes, Chesterfield, Kant, Bergson, Freud, Bataille, Sarraute, and Ellison. We will listen to music like Louis Armstrong's "Laughin' Louie" and we will watch films like *Laughing Gas*, *The Man Who Laughs* and *A Question of Silence*.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L93 IPH 332 Visual Culture

In this interdisciplinary course, we explore this long history of vision and visual representation from antiquity to the present so as to shed light on how people at different moments have understood vision, have seen their own seeing and have encoded this seeing in different artifacts and media. More specifically, we explore the role of the visual in the historical production of subjectivity and collectivity; the political, religious and ideological uses and abuses of vision; the relation of images to words and stories; the implication of sight in competing systems of truth, enlightenment and scientific progress; and the function of seeing within different media of art, entertainment and virtualization — from ancient cave painting, medieval icons and early modern church designs to modernist paintings and motion pictures.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L93 IPH 3451 Histories of Intelligence: Topics in Science and Society

The use of data, computing, and quantitative methods has become central to politics, economics, and daily life. This course uses the concept of "intelligence" to survey the history of technoscientific efforts to understand and represent the intersections of minds, machines, and society. The course title has a deliberate double meaning; it is about both the people who seek to study and measure humans and their knowledge capacities as well as the knowledge or information that is increasingly collected, measured, and automated by machines. Organized topically and chronologically, this discussion-based seminar will examine the changing meanings and significance of intelligence, their impact on politics and social organization, and the questions raised about the relationship between specific technologies and specific models of human reasoning. We will consider these questions from diverse perspectives, including race, gender, class, ability, and materiality from the 19th century to the present. Topics covered include histories of artificial intelligence, racial dynamics, meritocracy, informational labor, state secrecy, and the self as data.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L93 IPH 3473 Race, Rights, and Humanity in European History

This course explores discourses of human rights as natural rights in Europe from the Enlightenment to the present. While Europe -- and particularly France -- has been quick to declare itself the birthplace of human rights, a closer look reveals a broad continuum of conceptions of political, social, and economic rights. The course functions as a kind of survey of Modern European history, touching on the Age of Revolutions, the rise of European overseas empires, international anti-slavery movements, totalitarianism, and postwar development. It focuses on how political, social, and economic rights have always been articulated incompletely, to the benefit of some and to the detriment of others.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

L93 IPH 3587 From Genghis Khan to the Taliban: War and Peace in Central Asia

From romantic invocations of the Silk Road and isolated nomads to medieval barbarisms of the Taliban, Western media and popular culture often portray Central Asia as a region out of step with time. However, Central Asia has long been a center for culture, innovation, and political power, and it has a history that

is hard to reconcile with popular images of a place stuck in the past. This course, which is intended for advanced undergraduate and graduate students, traces the transformation of Central Asia from Genghis Khan's 13th-century conquests to the present, covering the territories of former Soviet Central Asia, Western China (Xinjiang), and Afghanistan. Although the course covers nearly 1000 years, the primary emphasis is on the imperial schemes and transformations of the past 300 years. All readings will be in English, and no prior knowledge in Central Asian history is expected or required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L93 IPH 3951 Shakespeare's Sonnets: Framing the Sequence

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers — including Wilde, Booth, and Vendler — have responded to the challenges of the sonnets. Students will work on writing their own commentary on a group of poems.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L93 IPH 399 Internship in Digital Humanities

A practicum in digital humanities. Students will work on one or more faculty research projects sponsored by the Humanities Digital Workshop. While we will try to assign students to projects that align with their research interests, we will also aim for assignments that will help students extend their skills.

Credit variable, maximum 6 units.

L93 IPH 401 IPH Thesis Prospectus Workshop

Students assist each other in developing viable thesis topics, compiling bibliographies, and preparing research plans. Students give formal and informal oral presentations of their proposed topics. Prospectuses and, if possible, drafts of first chapters are peer-edited.

Credit 3 units. A&S IQ: HUM, WI EN: H

L93 IPH 403 Senior Thesis Tutorial

Credit 3 units.

L93 IPH 405 Theory and Methods in the Humanities

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L93 IPH 4052 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students.

Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L93 IPH 4111 Pastoral Literature: Interdisciplinary Studies in the Humanities, Antiquity

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L93 IPH 4171 Roman Remains: Traces of Classical Rome in Modern British Literature

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late 19th and 20th centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's *Poems of 1912-13* next to Vergil's *Aeneid*, then survey Hardy's relationship to the visible remainders of Rome and the people it conquered — roads, barrows, forts — in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's *Heart of Darkness* and Ezra Pound's "Homage to Sextus Propertius") and examine the place of Vergil in T.S. Eliot's critical and poetic practice.

Credit 3 units. A&S IQ: HUM EN: H

L93 IPH 425 Humanities by the Numbers: Essential Readings in Digital Humanities

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class introduces students to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200-level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined vary from semester to semester. Consult semester course listings for current offerings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L93 IPH 426 Imagining the City: Crime and Commerce in Early Modern London

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth seemed to haringer, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people — apprentices, domestic labor, street vendors, etc. — lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social — a shared space of kinship and community — could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis, its primary market, home to a burgeoning print culture and nourishing theater and emerged, eventually, as the epicenter of a global economy. This course considers the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition we consider secondary sources ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Credit 3 units. A&S IQ: HUM EN: H

L93 IPH 427 Technology and Feminist Practice: Gender Violence Prevention Tools

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L93 IPH 430 Data Manipulation for the Humanities

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using

Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.

Credit 1 unit. EN: H

L93 IPH 431 Statistics for Humanities Scholars: Data Science for the Humanities

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course, students should be able to evaluate statistical arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.

Credit 3 units. A&S IQ: HUM, AN EN: H

L93 IPH 432 Programming for Text Analysis

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L93 IPH 435 Practicum in Digital Humanities: Enslavement in St. Louis

This is a variable topics course, and content will change from semester to semester.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L93 IPH 440 The Ethics, Politics, and Law of Big Data

This course will explore the phenomenon of "big data" -- the use of very large datasets that make new predictive algorithms and other advanced data analytics possible -- and provide students with an opportunity to think critically about the applications of new information technologies and to develop an awareness of their ethical and political context. We will begin by addressing the philosophical question of what, if anything, is special about big data -- what makes today's digital data ecosystems different from the ways in which scholars, governments, and businesses have used data and statistics for centuries. We will then examine questions about the ethics, politics, and law of contemporary information technology. Topics will include the moral philosophy of privacy; the theoretical foundations of American and European privacy law pertaining to big data; the ethics of using predictive algorithms in criminal sentencing and marketing; the ethical considerations that bear on academic research using "big data"; and differences and similarities between the ways in which computer code ("West Coast Code") and laws ("East Coast Code") regulate conduct. Readings will include excerpts from Ian Hacking's "The Taming of Chance"; Safiya Umoja Noble's "Algorithms of Oppression"; Cathy O'Neil's "Weapons of Math Destruction"; Evgeny Morozov's "To Save Everything, Click Here"; and Frank Pasquale's "The Black Box Society." Assignments for the course will include both academic papers and practical exercises, such as drafting a mock privacy policy for a tech company accumulating large quantities of personal data about its consumers.

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

L93 IPH 450 Interdisciplinary Topics in the Humanities

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L93 IPH 4502 The Intellectual History of Race and Ethnicity

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA EN: H

L93 IPH 450A Interdisciplinary Topics in the Humanities

Credit 3 units. A&S IQ: HUM

L93 IPH 455 IPH Senior Colloquium: Interdisciplinary Topics in the Humanities

Credit 3 units. A&S IQ: HUM EN: H

L93 IPH 465 The Pre-History of Blogging: Social Media of the Enlightenment

This course will explore the ways in which the Enlightenment — in France, England, Germany and the U.S. — was shaped by the emergence of new literary forms, media and technologies of communication. Like our blogs, Facebook and email, the 18th century had its new social media — newspapers and literary journals, letters that surged through the national postal systems — as well as new social institutions — salons and coffeehouses — that served as forums for public debate. We will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and state control.

Credit 3 units. A&S IQ: HUM EN: H

**L93 IPH 470 Interdisciplinary topics: The Idea of the Law:
Text & Traditions**

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

**L93 IPH 494 Milton and the Trials of Conscience: Poetry,
Poetics, and Polemics**

Major poems and prose works in relation to literary and intellectual currents of the 17th century.
Same as L14 E Lit 494
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L93 IPH 498 The Spenser Lab

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.
Same as L14 E Lit 498
Credit 3 units. A&S IQ: HUM EN: H

L93 IPH 498W The Spenser Lab

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).
Same as L14 E Lit 498W
Credit 4 units. A&S IQ: HUM, WI EN: H

Italian

The Italian program boasts an exceptionally dynamic and caring faculty expert in a range of established and cutting-edge subjects, including migration studies, medical humanities, Medieval and Renaissance literature, film studies, queer studies, museum studies, and the *Slow Food* movement. Our small class sizes, interactive and proficiency-based language courses, and popular culture courses draw students from the School of Engineering, Olin Business School, the Sam Fox School of Design and Visual Arts, and all major disciplines in Arts & Sciences, from biology to history and from literature to economics. Not only do our students achieve a high level of proficiency in Italian language with practical application for living and working in Italy, but we also offer extensive preparation in Italian literature, film, and culture, as well as opportunities for travel and study abroad. We offer semester- and year-long study abroad at our affiliate program in Padua, where students immerse themselves in Italian culture and perfect their Italian by living with an Italian family and attending varying levels of small-group language, literature, and culture classes with American students at the Centro as well as by taking courses directly at the University of Padua. The Italian program extends beyond the courses we teach. We also offer ongoing series of lectures, films, and artistic performances in addition to student-organized social activities, all of which contribute to the intellectually dynamic and personally rewarding social environment of our section.

As one of the top four European economies, Italy is a leader in design, fashion, travel and tourism, the automotive industry, information technology, media and communications, engineering, pharmaceutical production, food and wine, and textiles. The study of Italian in our program will prepare students for work in these sectors and for careers in international business; diplomacy, international government, and law; academia; the fine arts; and education. *Benvenuti a tutti!*

Contact: Rebecca Messbarger
Phone: 314-935-5175
Email: rmessbar@wustl.edu
Website: <http://rll.wustl.edu>

Faculty

Chair

Julie E. Singer (<https://rll.wustl.edu/people/julie-singer/>)
PhD, Duke University

Endowed Professors

Mabel Moraña (<https://rll.wustl.edu/people/mabel-morana/>)
William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program
PhD, University of Minnesota

Ignacio Sánchez-Prado (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)

Jarvis Thurston and Mona Van Duyn Professor in Humanities in Arts & Sciences
PhD, University of Pittsburgh

Elzbieta Sklodowska (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences
PhD, Washington University

Professors

William Acree (<https://rll.wustl.edu/people/william-acree/>)
PhD, University of North Carolina at Chapel Hill

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)
PhD, University of Illinois at Urbana-Champaign

Tili Boon Cuillé (<https://rll.wustl.edu/people/tili-boon-cuille/>)
PhD, University of Pennsylvania

J. Andrew Brown (<https://rll.wustl.edu/people/j-andrew-brown/>)
PhD, University of Virginia

Pascal Ifri (<https://rll.wustl.edu/people/pascal-ifri/>)
PhD, Brown University

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)
PhD, New York University

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

PhD, Duke University

Rebecca Messbarger (<https://rll.wustl.edu/people/rebeccamessbarger/>)

PhD, University of Chicago

Michael Sherberg (<https://rll.wustl.edu/people/michaelsherberg/>)

PhD, University of California, Los Angeles

Harriet A. Stone (<https://rll.wustl.edu/people/harriet-stone/>)

PhD, Brown University

Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)

PhD, Cornell University

Associate Professors

Javier García-Liendo (<https://rll.wustl.edu/people/javier-garcia-liendo/>)

PhD, Princeton University

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)

PhD, Harvard University

Ignacio Infante (<https://rll.wustl.edu/people/ignacio-infante/>)

PhD, Rutgers University

Eloísa Palafox (<https://rll.wustl.edu/people/eloisapalafox/>)

PhD, Michigan State University

Assistant Professor

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)

PhD, Ohio State University

Teaching Professors

Elizabeth Allen (<https://rll.wustl.edu/people/elizabeth-allen/>)

PhD, Columbia University

Amanda Carey (<https://rll.wustl.edu/people/amanda-carey/>)

MA, Arizona State University

Lionel Cuillé

PhD, Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon

Iva Youkilis (<https://rll.wustl.edu/people/iva-youkilis/>)

MA, University of Virginia

Senior Lecturers

Marisa Barragán-Peugnet (<https://rll.wustl.edu/people/marisa-barragan-peugnet/>)

MA, Saint Louis University

Virginia Braxs (<https://rll.wustl.edu/people/virginia-braxs/>)

MA, Washington University

Heidi Chambers (<https://rll.wustl.edu/people/heidi-chambers/>)

MA, Washington University

Erika Conti (<https://rll.wustl.edu/people/erika-conti/>)

PhD, Washington University

Rebeca Cunill

PhD, Florida International University

Jody Doran (<https://rll.wustl.edu/people/jody-doran/>)

MA, Washington University

Rebeca Fromm Ayoroa (<https://rll.wustl.edu/people/rebeca-fromm-ayoroa/>)

ABD, Princeton University

Vincent Jouane (<https://rll.wustl.edu/people/vincent-jouane/>)

PhD, Washington University

Nancy Kay Schnurr (<https://rll.wustl.edu/people/nancy-schnurr/>)

MA, Middlebury College

Lecturers

Mark Dowell (<https://rll.wustl.edu/people/mark-dowell/>)

MA, University of North Carolina at Chapel Hill

Silvia Ledesma Ortiz (<https://rll.wustl.edu/people/silvia-ledesma-ortiz/>)

MA, Saint Louis University

Steve Levillain (<https://rll.wustl.edu/people/st%C3%A8ve-levillain/>)

PhD, University of Iowa

Erik Nesse (<https://rll.wustl.edu/people/erik-nesse/>)

PhD, University of Colorado

Eliza Williamson (<https://lasprogram.wustl.edu/people/eliza-williamson/>)

PhD, Rice University

Professors Emeriti

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)

PhD, John Hopkins University

Elyane Dezon-Jones

Doctorat de 3e Cycle, University of Paris

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)

PhD, University of Illinois

Stamos Metzidakis (<https://rll.wustl.edu/people/stamos-metzidakis/>)

PhD, Columbia University

Michel Rybalka

PhD, University of California, Los Angeles

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)

PhD, University of Illinois at Urbana-Champaign

Colette H. Winn (<https://rll.wustl.edu/people/colette-winn/>)

PhD, University of Missouri-Columbia

Majors

The Major in Italian

Total units required: 27 units (24 for second majors).^{*} Of these 27 units, three may be taken outside of Italian (L36) with the approval of the major advisor.

^{*} Students may count Itat 201D Intermediate Italian in the Everyday World, Level III toward the major.

Required courses (in Italian):

Students may count one of the following:

Code	Title	Units
Ital 247	First-Year Seminar: Italy's Invention of the Modern Museum	3
Ital 248	First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience	3
Ital 249	Refracted Light: How Others View Italy	3
Ital 280	Sex in Italian Culture and Media	3

Students are required to complete one of the following courses (3 units):

Code	Title	Units
Ital 307D	Advanced Italian in the Everyday World	3
Ital 309	Transmedia Italian Culture: Stories, Interpretation, Performance	3

Students are required to complete one of the following courses (3 units):

Code	Title	Units
Ital 323C	Italian Literature 1: Genre and Gender in Italy, 1200-1600	3
Ital 324C	Italian Literature II: The Making of Modern Italy, Texts and Contexts	3
Ital 327	History of the Italian Language	3

Students must complete two of the following 400-level seminars (6 units):

Code	Title	Units
Ital 408	Disease, Madness, and Death Italian Style	3
Ital 428	The New Sicilian School	3
Ital 432	Divergent Voices: Italian Women Writers	3
Ital 437	Caffe, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour	3
Ital 442	Literature and Fascism: Fascism, Neofascism, and Resistance: 100 Years of Italian Culture	3
Ital 456	Romance Philology	3
Ital 462	Prose Writers of the 16th Century	3
Ital 473	Machiavelli and Guicciardini	3
Ital 481	Dante	3
Ital 483	Boccaccio: Decameron	3
Ital 485	Ariosto: Orlando Furioso	3
Ital 491	Postmodernism	3
Ital 492	The Italian Detective Novel	3

Additional Information

Students must maintain an average of B- or better, and they must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian major.

Study Abroad: Students are strongly encouraged to participate in a study abroad program (<https://rll.wustl.edu/study-abroad-opportunities/>). We offer a semester abroad program at our affiliate program with Boston University's Centro in Padua. This program is considered in residence.

Senior Honors: Students are encouraged to work toward Latin honors (cum laude, magna cum laude and summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, a student must enroll in Itat 4951 (Senior Honors, fall of the senior year) and Itat 495 (Senior Honors, spring of the senior year). Recommendations for honors are based on performance and the quality of the thesis, plus the student's cumulative grade-point average. (Please refer to the departmental guidelines (<https://rll.wustl.edu/degree-details-and-requirements/#anchor-group-9618>) for more information about Latin honors.)

Transfer Credits: A minimum of 18 of the 27 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Minors

The Minor in Italian

Total units required: 18*

* Students may count Ital 201D Intermediate Italian in the Everyday World, Level III toward the minor.

Required courses (in Italian):

Students may count one of the following:

Code	Title	Units
Ital 247	First-Year Seminar: Italy's Invention of the Modern Museum	3
Ital 248	First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience	3
Ital 249	Refracted Light: How Others View Italy	3
Ital 280	Sex in Italian Culture and Media	3

Students are required to complete one of the following courses (3 units):

Code	Title	Units
Ital 307D	Advanced Italian in the Everyday World	3
Ital 309	Transmedia Italian Culture: Stories, Interpretation, Performance	3

Students are required to complete one of the following courses (3 units):

Code	Title	Units
Ital 323C	Italian Literature 1: Genre and Gender in Italy, 1200-1600	3
Ital 324C	Italian Literature II: The Making of Modern Italy, Texts and Contexts	3
Ital 327	History of the Italian Language	3

Elective courses:

Code	Title	Units
Ital 301	Oral Communication I	3
Ital 319	Advanced Conversational Italian	3
Ital 3221	Topics: The Jewish Experience in Italy	3
Ital 3224	Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy	3
Ital 332	Topics in Film Studies: Italian Cinema	3
Ital 334	Topics in Italian Cinema	3
Ital 350	Topics: Global Italy: Race, Gender, Migration and Citizenship	3

Ital 408	Disease, Madness, and Death Italian Style	3
Ital 428	The New Sicilian School	3
Ital 430	Divergent Voices: Italian Women Writers	3
Ital 433	Literature of the Italian Enlightenment	3
Ital 437	Caffe, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour	3
Ital 442	Literature and Fascism: Fascism, Neofascism, and Resistance: 100 Years of Italian Culture	3
Ital 473	Machiavelli and Guicciardini	3
Ital 481	Dante	3
Ital 483	Boccaccio: Decameron	3
Ital 485	Ariosto: Orlando Furioso	3
Ital 491	Postmodernism	3
Ital 492	The Italian Detective Novel	3

Additional Information

Students must maintain an average of B- or better, and they must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian major.

Students are strongly encouraged to participate in a study abroad program. Please refer to the Italian page on the Romance Languages and Literatures home page (<http://rl.wustl.edu/italian/>) for more information about Italian study abroad programs.

Courses

Visit online course listings to view semester offerings for L36 Ital (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L36&crslvl=1:4>).

L36 Ital 1015 Introductory Italian for Visual Arts

Students learn methods of effective communication, the rapid acquisition of spoken ability, and a working vocabulary for the visual arts: drawing, painting, sculpture, architecture, photography, the museum, and so on. Students will also learn beginning reading and writing skills.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 101D Elementary Italian in the Everyday World, Level I

This course stresses the rapid acquisition of spoken ability, with attention to the development of reading, writing, and listening skills through contextualized learning and engagement with culturally authentic materials. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 102D Elementary Italian in the Everyday World, Level II

Continuation of Ital 101D. This sequence stresses effective communication and the rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 106D Accelerated Elementary Italian in the Everyday World, Level I

This course is designed especially for students with previous language study. It moves at an accelerated pace toward the acquisition of spoken ability, with attention to the development of reading, writing and listening skills through contextualized learning and engagement with culturally authentic materials.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 107D Accelerated Elementary Italian II

Continuation of Italian 106D. Designed for students whose previous study of French or Spanish enables them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prerequisite: Italian 106D or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L36 Ital 201D Intermediate Italian in the Everyday World, Level III

This course aims for students to achieve intermediate proficiency in speaking, listening, reading, and writing. Focus is placed on vocabulary building and increased facility with Italian grammar through interactive exercises and the use of authentic materials, such as readings and videos. Regular compositions and exams as well as a final exam. Prerequisite: Ital 102D or higher.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 215 Conversation/Culture

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/art work) what they have learned. Prerequisite: Ital 102D or the equivalent.

Credit 3 units. A&S IQ: LCD BU: HUM

L36 Ital 216 Conversation

A continuation of Ital 215, this course emphasizes the development of speaking skills in Italian through study of aspects of contemporary Italian culture in particular art, music, film and politics.

Credit 2 units. BU: HUM

L36 Ital 247 First-Year Seminar: Italy's Invention of the Modern Museum

This course traces the development in Italy of what we know as the modern museum. Unfolding chronologically from the Renaissance to the current day, the course will examine the origins and rise of art, natural history, science, and national museums across the peninsula from Rome to Venice, Florence to Naples. We will study the establishment of the early public art museums epitomized by the Vatican Museums, the Uffizi Gallery, and the Capitoline Museums. We will examine the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime, and we will conclude with an examination of extraordinary new museums in Italy, such as the interactive MUSME (Museum of Medicine) in Padua, and the MEIS (National Italian Judaism and Shoah Museum) in Ferrara. Art Curators, and Museum directors will visit our course.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS

L36 Ital 248 First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience

In this course we'll sample eight centuries of Italian literary culture by reading some of its greatest works. While familiarizing ourselves with key Italian authors (and some outliers); we'll also work to clarify our thinking about three problems: (1) identity (How does each work express an idea of "italianness"? What other elements of identity, such as gender or religion, are in play? Why do authors sometimes conceal their true identities by using a nom de plume?); (2) subjectivity (How does the author or narrator establish their place in the world?); (3) audience (For whom does the author write? Is the author's audience the same as the narrator's? How do authors make their writings available to others?). Authors studied include Boccaccio, Petrarch, Vasari, Galilei, Collodi, Ginzburg, Ferrante. Three short papers. Class conducted in English with readings in English.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

L36 Ital 249 Refracted Light: How Others View Italy

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the 18th to the 20th centuries, in such varied genres as the short story, the novel, the mystery novel, travel writing and the memoir, this course examines the images of Italy that non-Italians project. Beyond learning about Italy, students consider their own "idea" of Italy, examine their own frame of reference and cultural biases, interrogate a variety of stereotypes, and ponder how well one can truly understand a place as an outsider or reader. Authors studied include Stendhal, Dickens, James, Forster and Mann, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM

L36 Ital 280 Sex in Italian Culture and Media

Credit 3 units. A&S IQ: HUM, LCD

L36 Ital 2991 Undergraduate Independent Study

Prerequisite: Ital 201D and permission of the department. No more than 6 units may be earned by a student.

Credit 3 units. A&S IQ: HUM EN: H

L36 Ital 301 Oral Communication I

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prerequisite: Ital 201D.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L36 Ital 307D Advanced Italian in the Everyday World

This course aims at reinforcing and developing advanced grammar structures and writing abilities through the study of a variety of media centered around the theme of humor. Have you ever laughed . . . in Italian? Materials include literary excerpts, short stories, film, television clips, and songs. Our focus will be on grammar and syntax as the bases to understanding contemporary Italian humor. This course is essential for the further study of Italian language and literature; it must be taken before or concurrently with Ital 323C and Ital 324C. Prerequisite: Ital 201D or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 308D Grammar and Composition II

A continuation of Italian 307D, this course features advanced lessons in Italian syntax and vocabulary and an introduction to the analysis of poetry and theatrical texts, with the goal of improving both reading and writing in Italian. The basis of our work is a series of readings having a common theme, desire requited and unrequited. We think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuit informs their writing. Likewise we look at how playwrights exploit this theme as a plot device. Readings include poetry by Petrarch, Michelangelo, Tasso and Montale, as well as two comedies. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken concurrently with Italian 323C or 324C. Prerequisite: Ital 307D or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L36 Ital 309 Transmedia Italian Culture: Stories, Interpretation, Performance

This course examines contemporary Italian culture through a variety of genres and media, which may include short stories, graphic novels, blogs, zines, essays, news articles, podcasts, film, music, and so on. Strong emphasis will be placed on writing. Throughout the course, students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that combine writing with such interpretive vehicles as film, music, and digital photography. This course is in Italian, and it aims to expand students' writing and analytical skills in Italian as well as their cultural competence. No final.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

L36 Ital 310 Advanced Italian Grammar in Padua

This advanced Italian grammar course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course allows students to further their mastery of Italian grammar and syntax, in order to achieve a level of full satisfaction of comprehension and active communication. Readings include newspaper articles and literary essays; students write brief compositions while taking weekly tests. Open only to Washington University students enrolled in the Padua, Italy, program with Boston University.

Credit 4 units. BU: HUM

L36 Ital 311 Introduction to Contemporary Italy

This course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course focuses on refining students' ability to express themselves in Italian while presenting an overview of the history and society of contemporary Italy. Readings include works by authors who are particularly significant to Italian literature of the 20th century, as well as an array of other materials. Open only to Washington University students enrolled in the Padua, Italy, program with Boston University.

Credit 4 units.

L36 Ital 319 Advanced Conversational Italian

Designed to offer students with strong proficiency in Italian an opportunity to practice and refine their conversational skills through the study, rehearsal and performance of theatrical scenes or an Italian comedy from the repertoire of such chief literary figures as Machiavelli, Goldoni, Pirandello, Natalia Ginzburg and Dario Fo. Prerequisite: Ital 215 or placement by examination.

Credit 3 units. A&S IQ: LCD BU: HUM

L36 Ital 321 Independent Study

Credit variable, maximum 3 units.

L36 Ital 322 Topics

This course examines contemporary Italian culture through a variety of genres and media, which may include short stories, graphic novels, blogs, zines, essays, news articles, podcasts, film, music, and so on. Strong emphasis will be placed on writing. Throughout the course, students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that combine writing with such interpretive vehicles as film, music, and digital photography. Essential for further study of Italian language and literature, this course may be taken concurrently with Italian 307D, 323C or 324C. Prerequisite: Ital 201D or permission of instructor. In Italian.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L36 Ital 3221 Topics: The Jewish Experience in Italy

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Ital 307D; no prerequisite for students in other majors. Three five-page papers. Please note: The Ital 5221 cross-listing course is for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L36 Ital 3224 Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the 20th century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the 16th- and 17th-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L36 Ital 323C Italian Literature 1: Genre and Gender in Italy, 1200-1600

This course traces the evolution of narrative and lyric genres in Italy from the late Middle Ages through the Renaissance, with a particular focus on men as writing subjects and the women they constitute as objects. We will focus on such topics as how male poets formed lyric communities, the conflicting dynamics of love and misogyny, and the notions of the real and the ideal in the representation of women. We will also look at how women writers both adapted to and wrote back at the dominant discourses of their time. Authors studied include Dante, Petrarch, Boccaccio, Lorenzo il Magnifico, Lucrezia Tornabuoni, Castiglione, and Veronica Franco. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or Ital 308D recommended.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L36 Ital 323W Italian Literature I — Writing-Intensive Seminar

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. This is a writing-intensive version of the previously offered course Ital 323C. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: IS EN: H

L36 Ital 324C Italian Literature II: The Making of Modern Italy, Texts and Contexts

This course examines key political, social, cultural, and religious aspects of Italian life, from Galileo's condemnation in 1633 through the Risorgimento, Fascism, and the birth of the modern Republic up to the increasingly multicultural Italy of today. The overarching theme of this course is the pervading question of Italian identity, or *italianita*. We will study a variety of male and female native born and immigrant authors, visual artists, and cultural critics. Prerequisite: Italian 201D. Previous or concurrent enrollment in Ital 307D or Ital 308D recommended.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L36 Ital 327 History of the Italian Language

In this course we trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the 20th and 21st centuries. We study the natural evolution of Italian up until the 16th century; its codification as a literary language during the 16th century; the debates over the institution of a national language that coincided with the unification of Italy in the 19th century; the recovery of dialects as literary languages in the 20th century; and the more recent incorporation of words and phrases originating outside of Italy. Along the way we come to understand the reasons why we study a particular form of Italian in school, and we consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: IS EN: H

L36 Ital 332 Topics in Film Studies: Italian Cinema

This course studies the influence of film on Italian culture. We will consider the trajectory of Italian film from its origins to the present day. Specific areas of discussion may include cinema as a revolutionary aesthetic; mass culture versus high art; neorealism; literary adaptation; and cinema as political resistance and vehicle for social justice. The course will also work collaboratively with the Italian Film Fest of Saint Louis in the development of materials, class discussion, and student engagement. Two to three hours of film viewing plus three class hours are required per week. Taught in English.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L36 Ital 334 Topics in Italian Cinema

A companion to Ital 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D. Prerequisite for nonmajors: Ital 332, Film 220, or permission of instructor.

Credit 3 units. BU: IS

L36 Ital 350 Topics: Global Italy: Race, Gender, Migration and Citizenship

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration, border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
HUM, IS EN: H

L36 Ital 404 Senior Independent Study in Italian

Prerequisites: senior status; Ital 307D, 308D, 323C, 324C; and permission of instructor.

Credit 3 units.

L36 Ital 408 Disease, Madness, and Death Italian Style

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's "Decameron" to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. Students will read primary literary texts and view excerpts from films alongside the study of articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU:
BA, IS EN: H

L36 Ital 428 The New Sicilian School

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millenia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. Authors studied include Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L36 Ital 430 Divergent Voices: Italian Women Writers

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No final.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

L36 Ital 432 Divergent Voices: Italian Women Writers

This course examines select novels, poetry and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro and Anna Banti. Special attention is paid to the historical, political and cultural contexts that influenced authors and their

work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

L36 Ital 433 Literature of the Italian Enlightenment

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Credit 3 units. Art: HUM

L36 Ital 437 Caffè, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the 18th century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We explore 18th-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches and universities are part of the standardized itinerary we follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, also is a point of interest in our travels. Through primary and recently published secondary sources we also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prerequisite: at least one 300-level literature course. Readings in Italian or English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L36 Ital 456 Romance Philology

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Same as L34 French 456
Credit 3 units.

L36 Ital 462 Prose Writers of the 16th Century

With the triumph of the vernacular in 16th-century Italy, the peninsula bore witness not just to an outpouring of poetic works but to the arrival of some of the most important prose works in the Italian canon prior to the advent of the novel. In this course we'll conduct close readings of two treatises, Machiavelli's *Prince* and Castiglione's *Book of the Courtier*. We'll study these works for their linguistic and rhetorical features as well as their historical context and ideological content. We'll also consult some secondary readings to help us understand the place of each in the political and cultural landscape of Renaissance Italy. Readings in Italian or English; discussion in English.
Credit 3 units.

L36 Ital 473 Machiavelli and Guicciardini

The development of modern political science in 16th-century Italy. We address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L36 Ital 481 Dante

This course features an in-depth approach to Dante's "Inferno," the first, and in many ways the most famous, of the three parts of the "Divina Commedia." We'll study the structure of the poem as well as the structure of Dante's Hell, his verse form and use of the vernacular, his notion of sin and punishment and its relation to the theological traditions of which he is an heir. Because so much of the poem is rooted in and extends Dante's autobiography — literary, sentimental, and political — we'll also read two other important texts by him, his early "Vita nuova" (New Life) and his political treatise, "Monarchy." Reading knowledge of Italian helpful but not required. Course conducted in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L36 Ital 483 Boccaccio: Decameron

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language and power; literature and truth. With these and other concerns in mind, we read his masterpiece, the *Decameron*, a collection of 100 tales

set in the Black Plague of 1348. We then contrast it to his late *Corbaccio*, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L36 Ital 485 Ariosto: Orlando Furioso

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L36 Ital 491 Postmodernism

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganello), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis focuses on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D or permission of instructor.
Credit 3 units.

L36 Ital 492 The Italian Detective Novel

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course explores the history of the "anti-detective" novel in Italy and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.
Credit 3 units. Art: HUM

L36 Ital 495 Senior Honors

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program.
Credit 3 units.

L36 Ital 4951 Honors

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Pass/fail.
Credit 3 units. EN: H

Japanese

The Department of East Asian Languages and Cultures (EALC) offers a major and minor in East Asian Languages and Cultures that allows cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus in one of our three linguistic and cultural traditions — Chinese, Japanese, and Korean — or to explore different traditions and societies by

taking courses in multiple regions. Our major opens up career opportunities in diplomacy, business, law, journalism, and higher education, in addition to providing preparation for further study in the relevant languages and cultures. The major entails advanced training in the chosen language and a sound background in the respective literature and culture. Students are encouraged to enhance their cultural knowledge by enrolling in relevant courses offered through other departments and programs such as Anthropology, Art History, Film and Media Studies, History, Global Studies, Performing Arts, and Religious Studies.

For information about the major, please visit the EALC Majors page (p. 508).

For information about the minor, please visit the EALC Minors page (p. 509).

Language Placement: Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll during the first semester of the first year of instruction. Students who test into second-year Japanese and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for those testing into second year and 6 units for those testing into third year or above. Please note that students with native language proficiency as determined by the Japanese language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

Phone: 314-935-4448
Email: ealc@wustl.edu
Website: <http://ealc.wustl.edu>

Faculty

Chair

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
PhD, Columbia University

Professors

Rebecca Copeland (<http://ealc.wustl.edu/people/rebecca-copeland/>)
PhD, Columbia University

Marvin H. Marcus (<http://ealc.wustl.edu/people/marvin-marcus/>)
PhD, University of Michigan

Associate Professors

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)
PhD, Harvard University

Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)
PhD, Johns Hopkins University

Jamie Newhard (<http://ealc.wustl.edu/people/jamie-newhard/>)
PhD, Columbia University

Assistant Professors

Jianqing Chen (<https://ealc.wustl.edu/people/jianqing-chen/>)
PhD, University of California, Berkeley

Hyeok Hweon Kang (<https://ealc.wustl.edu/people/hyeok-hweon-kang/>)
PhD, Harvard University

Teaching Professors

Mijeong Mimi Kim (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)
EdD, University of San Francisco

Xia Liang (<https://ealc.wustl.edu/people/xia-liang/>)
MA, Beijing Normal University

Senior Lecturers

Wenhui Chen (<https://ealc.wustl.edu/people/wenhui-chen/>)
MA, National Taiwan Normal University

Ke Nie (<https://ealc.wustl.edu/people/ke-nie/>)
MA, Capital Normal University

Wei Wang (<https://ealc.wustl.edu/people/wei-wang/>)
PhD, Washington University in St. Louis

Lecturers

Hea-Young Chun (<https://ealc.wustl.edu/people/hea-young-chun/>)
MA, Seoul National University

Megumi Iida (<https://ealc.wustl.edu/people/megumi-iida/>)
MA, University of Arizona

Taewoong Kim (<http://ealc.wustl.edu/people/taewoong-kim/>)
PhD, The University of Oklahoma

Jiyeon Lee (<https://ealc.wustl.edu/people/jiyeon-lee/>)
MA, University of Oregon, Eugene

Zihan Qin (<http://ealc.wustl.edu/people/zihan-qin/>)
MA, University of Iowa

Kaho Sakaue (<https://ealc.wustl.edu/people/kaho-sakaue/>)
MA, Purdue University

Jingyi Wang (<http://ealc.wustl.edu/people/jingyi-wang/>)
MA, Capital Normal University

Mano Yasuda (<https://ealc.wustl.edu/people/mano-yasuda/>)
PhD, The University of Oklahoma

Professors Emeriti

Beata Grant (<https://ealc.wustl.edu/people/beata-grant/>)
PhD, Stanford University

Robert Hegel (<https://ealc.wustl.edu/people/robert-e-hegel/>)
PhD, Columbia University

Betty Pei-shan Yue
MA, Washington University in St. Louis

Majors

For information about the East Asian Languages and Cultures major, please visit the EALC Majors page (p. 508).

Minors

For information about the East Asian Languages and Cultures minor, please visit the EALC Minors page (p. 509).

Courses

Visit online course listings to view semester offerings for L05 Japan (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L05&crslvl=1:4>).

L05 Japan 103D First-Level Modern Japanese I

An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Students with some previous Japanese language background must take the placement examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 104D First-Level Modern Japanese II

Continuation of Japan 103D. An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Prerequisite: L05 103D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 150 First-Year Seminar: Exploring East Asian Classics

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, we will directly engage with the texts through close reading and in-class discussion. We will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered this term will be

The Analects, Daodejing, Lotus Sutra, Tale of Genji, Tales of the Heike, Tales of Moonlight and Rain, Samguk yusa, and Memoirs of Lady Hyegyong. This course is for first-year, non-transfer students only.

Same as L04 Chinese 150
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: BA EN: H

L05 Japan 213 Second-Level Modern Japanese I

Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: L05 104D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 214 Second-Level Modern Japanese II

Continuation of Japan 213. Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: L05 213 (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 221 Topics in Japanese Literature and Culture

A topics course on Japanese literature and culture. Subject matter varies by semester; consult current semester listings for topic.
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L05 Japan 226C Japanese Civilization

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L05 Japan 280 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include *The Twilight Samurai*, *To Live*, and *Shin Godzilla*, among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory.
Same as L97 GS 280
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS

L05 Japan 294 Images of East Asia

A variety of topics offered individually which reflect the images of East Asian cultures.
Same as L03 East Asia 294
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L05 Japan 2980 Undergraduate Internship in Japanese

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only.

Credit variable, maximum 3 units.

L05 Japan 299 Independent Study

Prerequisite: Japan 213 and permission of the department.

Credit variable, maximum 6 units.

L05 Japan 320C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations — from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists — provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.

Same as L22 History 320C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L05 Japan 324 A User's Guide to Japanese Poetry

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse — the poetic diary, linked verse, haiku and others — and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L05 Japan 326 Samurai, Rebels and Bandits: The Japanese Period Film

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which

are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings Tuesdays at 7 p.m. Same as L53 Film 326

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L05 Japan 332C Japanese Literature: Beginnings to 19th Century

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L05 Japan 333C The Modern Voice in Japanese Literature

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L05 Japan 336 The Floating World in Japanese Literature

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

L05 Japan 3412 Japanese Art

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern and contemporary art. Emphasizing painting, sculpture, architecture and print culture, the course also explores the tea ceremony, fashion, calligraphy, garden design and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L05 Japan 346 Japanese Literature in Translation: Mystery Fiction

In this course we explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. We consider the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L05 Japan 3482 The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored.

Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

L05 Japan 365 Topics in Modern Japanese Literature: Mirrors and Masks: Gender and Sexuality in Japanese Literature

This course will ask students to consider presentations of gender and sexuality in Japan throughout its literary history, beginning from its oldest and most foundational text, The Kojiki, and working up through modern literature, including pop culture such as manga and anime. Students will be asked to think critically across centuries by juxtaposing the ancient against the modern, and they will also be asked to critically consider terms like "homosexual," "male," "queer," and a plethora of others as they relate to cultures so temporally, spatially, and philosophically removed from contemporary English-speaking context. How do we conceive of gender across time? What about sexuality? What counts as "queer" in a society with differently structured norms and conceptions of gender and sexuality? What are the dangers of fetishizing the Other and who counts as the Other, especially when taken into consideration alongside popular Orientalist views of East Asia? This class and all readings will be conducted in English, but Japanese versions of applicable readings will also be available through the library.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

L05 Japan 390 EALC Seminar: East Asian Buddhism

This course traces the expansion of Buddhism from its origins in the Indian subcontinent through China, Korea and Japan, identifying both continuities and local developments as seen in the encounter/clash with preexisting traditions. We will adopt a multidisciplinary approach and explore the history, literature, philosophy, and practice of Buddhism in East Asia. Primary readings (all in English) are drawn from a wide range of genres - canonical scriptures, tale literature, hagiographic narratives, and archeological materials. We will also rely extensively on the rich visual and material heritage of Buddhism, looking at common iconographical motifs, popular deities and their many forms, and the ritual function of Buddhist objects in their respective contexts.

This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior course work on Buddhism or East Asia is required.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H

L05 Japan 412 Third-Level Modern Japanese I

Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: L05 214 (grade of B- or better) or placement by examination. Credit: 4 units for undergraduate students, 3 units for graduate students.

Credit variable, maximum 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 413 Third-Level Modern Japanese II

Continuation of Japan 412. Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: L05 412 (grade of B- or better) or placement by examination. Credit: 4 units for undergraduate students, 3 units for graduate students.

Credit variable, maximum 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 431 Renegades and Radicals: The Japanese New Wave

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Mandatory weekly screening: Tuesdays at 7 p.m.

Same as L53 Film 431

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L05 Japan 443 Memory, Tears and Longing: East Asian Melodrama Film

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia;

special emphasis will be placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Same as L53 Film 443

Credit 3 units. A&S IQ: HUM, LCD EN: H

L05 Japan 445 Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation, and students need not be familiar with Japanese, although background in Japanese studies, women's studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: Junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L05 Japan 4451 Topics in Modern Japanese Literature

A topics course on modern Japanese literature; subject matter varies by semester Prerequisite: Junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L05 Japan 446 The Japanese Theater

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

L05 Japan 448 Japanese Poetry

A comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read

in English translation, although knowledge of Japanese will be useful. Graduate students and Japanese majors will be expected to read original materials extensively. Prerequisite: Junior level or above or permission of instructor.

Credit 3 units. Art: HUM

L05 Japan 4482 Japanese Prints: Courtesans, Actors and Travelers

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.

Same as L01 Art-Arch 4482

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

L05 Japan 449 Modern Japanese Women Writers: Writing-Intensive Seminar

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prior course work in literature/women's studies may be helpful. This is a Writing-Intensive Seminar. Prerequisite: Junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

L05 Japan 4491 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior course work in literature/women's studies may be helpful. Prerequisite: Junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L05 Japan 450 Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives

An intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis

to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Prerequisite: Junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD EN: H

L05 Japan 458 Fourth-Level Modern Japanese I

Mastery of more sophisticated skills in spoken and written Japanese. Newspaper articles, editorials, essays, short stories, and so on, are selected for readings and discussions in accordance with the interests and needs of participating students. Prerequisite: L05 413 (grade of B- or better) or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 459 Fourth-Level Modern Japanese II

Continuation of Japan 458. Mastery of more sophisticated skills in both spoken and written Japanese. Newspaper articles, editorials, essays, short stories, and so on, are selected for readings and discussions in accordance with the interests and needs of participating students. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: L05 458 (grade of B- or better) or placement by examination. Credit variable, maximum 3 units. A&S IQ: LCD, LS EN: H

L05 Japan 460 Premodern Japanese I

Readings in classical literary texts using materials from standard modern annotated editions. Kambun introduced in second semester. Prerequisites or Corequisites: L05 412 and L05 413. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L05 Japan 461 Premodern Japanese II

A continuation of Japan 460. Readings in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including kambun and hentaigana. Prerequisite: L05 413 (or concurrent registration) or L05 460. Credit 3 units. A&S IQ: LCD, LS EN: H

L05 Japan 464 Japanese Textual Analysis

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: Permission of instructor. Credit 3 units. A&S IQ: LCD EN: H

L05 Japan 471 Topics in Japanese Culture

A topics course on Japanese culture; topics vary by semester. Same as L03 East Asia 471. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L05 Japan 486 Independent Work for Senior Honors

This course is taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

L05 Japan 487 Independent Work for Senior Honors

This course is taken in the spring semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

L05 Japan 491 Topics in Japanese Literature & History:

A topics course on Japanese literature and history. Subject matter varies by semester; consult current semester listings for topic. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L05 Japan 4911 Modern Japan and the Invention of Tradition

A discourse of "uniqueness" has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course explores the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we also consider a range of artistic, cinematic, and cultural production. Considerable attention is paid to "Nihonjinron," an important — and best-selling — genre of "Japanese uniqueness" writing. Our goal is to make sense of the complex intersection of traditionalism and modernism in 20th-century Japan, and to consider the larger question of modern nationhood and the construction of national identity.

Same as L03 East Asia 4911

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L05 Japan 499 Guided Readings in Japanese

Course usually taken after successful completion of Japan 459. May be repeated once. Prerequisite: Senior or graduate level or permission of instructor.

Credit variable, maximum 3 units.

Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish studies, Islamic studies, and Middle Eastern studies are integrated. It is an interdisciplinary department that motivates students to explore the historical experience; the literary, religious, and cultural expression; and the political and material life of Jewish, Islamic, and Middle Eastern civilizations. Whether students favor the study of language, literature, religion, history, or politics, they will find in our courses a way to deepen their appreciation and understanding of these complex and diverse societies and cultures. Students will also be inspired to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, government, journalism, international affairs, education, the rabbinate or ministry, and communal or social work. Others have gone on to do graduate work in either Jewish, Islamic, or Middle Eastern studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Middle Eastern Studies with careers in business, medicine, or scientific research. All have found the major to be an intellectually and emotionally rewarding experience and an important component of their overall development.

The goals of the department are as follows:

1. Convey an appreciation for the complexities, depth, diversity, and cultural richness of Jewish and Islamic civilizations in their historical context, from antiquity to the present.
2. Explore the interaction of Jewish, Islamic, and other Middle Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
3. Encourage the mastery of the primary languages and literatures in which Jews and Muslims have expressed their cultures.
4. Prepare students for graduate or professional studies in these or related fields.

Phone: 314-935-8567
Email: jimes@wustl.edu
Website: <http://jimes.wustl.edu>

Faculty

Chair

Flora Cassen (<https://jimes.wustl.edu/people/flora-cassen/>)
Associate Professor of Jewish, Islamic, and Middle Eastern Studies and of History
PhD, New York University

Endowed Professor

Hillel J. Kieval (<https://jimes.wustl.edu/people/hillel-j-kieval/>)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors

Pamela Barmash (<https://jimes.wustl.edu/people/pamela-barmash/>)
Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Nancy E. Berg (<https://jimes.wustl.edu/people/nancy-berg/>)
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (<https://jimes.wustl.edu/people/martin-jacobs/>)

Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Erin McGlothlin (<https://jimes.wustl.edu/people/erin-mcglathlin-0/>)

Vice Dean of Undergraduate Affairs in Arts & Sciences
Professor of German and Jewish Studies
PhD, University of Virginia

Associate Professors

Nancy Reynolds (<https://jimes.wustl.edu/people/nancy-reynolds/>)

Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies
PhD, Stanford University

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

Associate Professor of History
PhD, University of California

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)

Director of Undergraduate Studies
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professor

Aria Nakissa (<https://jimes.wustl.edu/people/aria-nakissa/>)

Director of Graduate Studies
Assistant Professor of Islamic Studies
PhD, Harvard University

Teaching Professor

Younasse Tarbouni (<https://jimes.wustl.edu/people/younasse-tarbouni/>)

Teaching Professor in Arabic
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

Senior Lecturer

Housni Bennis (<https://jimes.wustl.edu/people/housni-bennis/>)

Senior Lecturer in Arabic Language
MA, Washington University in St. Louis

Lecturers

Meera Jain (<https://jimes.wustl.edu/people/meera-jain/>)

Lecturer of Hindi
MArch, University of Texas at Austin

Sara Jay (<https://jimes.wustl.edu/people/sara-jay/>)

Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Toqeer Shah (<https://jimes.wustl.edu/people/toqeer-shah/>)
Lecturer of Urdu
MSc, University of Peshawar

Eyal Tamir (<https://jimes.wustl.edu/people/eyal-tamir/>)
Lecturer of Hebrew
PhD, University of Massachusetts, Amherst

Madhavi Verma (<https://jimes.wustl.edu/people/madhavi-verma/>)
Lecturer in Hindi Languages and Cultures
MA, Patna University

Noa Weinberg (<https://jimes.wustl.edu/people/noa-weinberg/>)
Lecturer of Hebrew
MA, Tel Aviv University

Teaching Fellow

Elai Rettig (<https://jimes.wustl.edu/people/elai-rettig/>)
Israel Institute Teaching Fellow
PhD, University of Haifa

Postdoctoral Fellow

Maxwell E. Greenberg (<https://jimes.wustl.edu/people/maxwell-e-greenberg/>)
Friedman Postdoctoral Fellow in Jewish Studies
PhD, University of California, Los Angeles

Postdoctoral Research Associates

Ayala Hendin (<https://jimes.wustl.edu/people/ayala-hendin/>)
PhD, Ben-Gurion University of the Negev

David H. Warren (<https://jimes.wustl.edu/people/david-h-warren/>)
PhD, University of Manchester

Endowed Professor — Affiliated

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)
Dunbar-Van Cleve Professor in Arts & Sciences
PhD, University of Chicago

Professors — Affiliated

Lois Beck (<https://anthropology.wustl.edu/people/lois-beck/>)
Professor of Sociocultural Anthropology
PhD, University of Chicago

Robert Canfield (<https://anthropology.wustl.edu/people/robert-canfield/>)
Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Michael Frchetti (<https://anthropology.wustl.edu/people/michael-frchetti/>)
Professor of Anthropology
PhD, University of Pennsylvania

Tabea Alexa Linhard (<https://rll.wustl.edu/people/tabea-alexa-linhard/>)
Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

Associate Professor — Affiliated

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)
Associate Professor of French and Global Studies
PhD, Harvard University

Majors

The Major in Jewish, Islamic, and Middle Eastern Studies

Total units required: 24 advanced, in addition to prerequisites

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two tracks: **Comparative Jewish and Islamic Studies** or **Modern Middle Eastern Studies**.

Prerequisites for Both Tracks

- 100- and 200-level language (Arabic or Hebrew), by course work or by placement. (A student who skips the first four semesters of Arabic courses by placement must successfully complete Arab 3075 Third-Level Arabic I. A student who skips the first four semesters of Hebrew courses by placement must successfully complete HBRW 320D Third-Level Modern Hebrew I or HBRW 384 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

Comparative Jewish and Islamic Studies Track Requirements

- At least 3 credits in 300- and 400-level Jewish studies or Hebrew literature courses
- At least 3 credits in 300- and 400-level Islamic studies or Arabic literature courses
- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes

- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

Modern Middle Eastern Studies Track Requirements

- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
- 3 to 6 credits in 300- and 400-level courses that are pertinent to the modern Middle East that may be home-based outside of the department (i.e., home-based in Anthropology, History, International and Area Studies, Political Science, Religious Studies, and so on)
- At least 3 credits in 300- and 400-level premodern Middle Eastern studies courses
- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website (<https://jimes.wustl.edu/studyabroad/>).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

Minors

For information about the minor in Arabic, please visit the Arabic (p. 330) page of this *Bulletin*.

For information about the minor in Hebrew, please visit the Hebrew (p. 710) page of this *Bulletin*.

For information about the minor in South Asian Studies (Hindi), please visit the Hindi (p. 717) page of this *Bulletin*.

The Minor in Jewish, Islamic, and Middle Eastern Studies

The minor in Jewish, Islamic, and Middle Eastern studies requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two tracks: the **Comparative Jewish and Islamic Studies Track** or the **Middle Eastern Studies Track**.

Total units required: 18

Comparative Jewish and Islamic Studies Track Requirements

Required Foundational Course:

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

Electives:

- 6 credits in 300- or 400-level Islamic studies or Arabic language and literature courses (under L49 Arabic or L75 JIMES)
- 6 credits in 300- or 400-level Jewish studies or Hebrew language and literature courses (under L74 Hebrew or L75 JIMES)
- 3 credits of JIMES courses at any level (L75 JIMES courses only; this does not include language courses)

Middle Eastern Studies Track Requirements

Required Foundational Course:

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

Electives:

- 3 credits at any level in Middle Eastern Studies courses (L75 JIMES)
- 12 credits of 300- or 400-level Middle Eastern Studies courses (L75 JIMES)

Additional Information

- **Study Abroad:** Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate study.
- **Grades:** A grade of B- or higher must be earned in each language course in order to advance to the next level.
- **Pass/Fail:** No course taken pass/fail can count toward the minor.
- **Courses Taught Outside of JIMES:** A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

Courses

- For Arabic courses, visit the Arabic (p. 330) page of this *Bulletin*.
- For Hebrew courses, visit the Hebrew (p. 711) page of this *Bulletin*.
- For Hindi courses, visit the Hindi (p. 717) page of this *Bulletin*.

Visit online course listings to view semester offerings for L75 JIMES (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L75&crslvl=1:4>).

L75 JIMES 105D Beginning Modern Hebrew I

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Same as L74 HBRW 105D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 106D Beginning Modern Hebrew II

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. PREREQ: Grade of B- or better in L74 105D Beginning Modern Hebrew I or placement by examination. Same as L74 HBRW 106D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 107D Beginning Arabic I

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Students with previous Arabic language background must take a placement examination. Same as L49 Arab 107D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 108 Modern Hebrew for Arabic Speakers

Same as L74 HBRW 108
Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 108D Beginning Arabic II

Continuation of Beginning Arabic I. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. PREREQ: Grade of B- or better in L49 107D Beginning Arabic I or placement by examination. Same as L49 Arab 108D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 111D Beginning Hindi I

An introduction to the most widely spoken language of South Asia. The aim of this course is to achieve proficiency in spoken comprehension, and to enable the student to acquire the major language skills--listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, as well as audio materials are used, with equal emphasis on both spoken and written Hindi. The language presented in the course is colloquial. The Hindi (Devanagari) script will be taught as part of the same class. Please note: There are no prerequisites (no previous knowledge of Hindi is required). Students with some previous Hindi language background must take a placement examination. Same as L73 Hindi 111D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 112D Beginning Hindi II

Continuation of Beginning Hindi I. This course is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Grade of B- or better in L73 111D or placement by examination. Same as L73 Hindi 112D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 150 First-Year Urdu I

This course covers all five skills -- reading, writing, listening, speaking, cultural competency -- for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu. Same as L73 Hindi 150
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 151 First-Year Urdu II

This course is a continuation of the first semester of First-Year Urdu I. It is devoted to the further development of basic skills -- listening, speaking, reading and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 150 First-Year Urdu I or placement by examination. Same as L73 Hindi 151
Credit 5 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 1771 First-Year Seminar: The Exodus in the Jewish Experience

This course will investigate how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We will explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We will investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been re-imagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We will analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 179 First-Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts

The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we will get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources will be read in translation. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

L75 JIMES 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L75 JIMES 188 Beginning Coptic I

This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and "heretical" books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and

Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.

Same as L08 Classics 188

Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

L75 JIMES 189 Beginning Coptic II

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals.

Prerequisite: Classics 188 or permission of instructor.

Same as L08 Classics 189

Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 200 Internship

For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A "learning agreement" must be submitted and approved prior to beginning internship work.

Credit variable, maximum 3 units.

L75 JIMES 200A Doctors and Terrorists: The Fictions of South Asian America

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do

discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students. Same as L46 AAS 200
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L75 JIMES 2011 Intermediate Hindi I

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, which involves the use of language in various sociocultural contexts. Prerequisite: Grade of B- or better in L73 112D or placement by examination.
Same as L73 Hindi 201
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 2021 Intermediate Hindi II

Continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development, which involves the use of language in various sociocultural contexts. It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate, and discussion to enhance their spoken language skills. A standard text, web-based materials, a reader prepared by the instructor, and audio and visual materials are used. Prerequisite: Grade of B- or better in L73 201 or placement by examination.
Same as L73 Hindi 202
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 207D Intermediate Arabic I

This course involves the study of the grammar of literary Arabic, the reading of annotated classical and modern prose texts, elementary composition, and practice in speaking and comprehending modern Arabic. Prerequisite: Grade of B- or better in L49 108D or placement by examination.
Same as L49 Arab 207D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 208D Intermediate Arabic II

Continuation of Intermediate Arabic I. Topics include the study of the grammar of literary Arabic, the reading of annotated classical and modern prose texts, elementary composition, and practice in speaking and comprehending modern Arabic. Prerequisite: Grade of B- or better in L49 207D or placement by examination.
Same as L49 Arab 208D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the

period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L75 JIMES 2091 Scriptures and Cultural Traditions

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L75 JIMES 213D Intermediate Modern Hebrew I

This course includes readings and discussions on the intermediate level of selected topics pertaining to contemporary Israel as well as the review and further study of grammar and the development of conversational skills. Prerequisite: Grade of B- or better in L74 106D or placement by examination.

Same as L74 HBRW 213D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 214D Intermediate Modern Hebrew II

Topics include intermediate modern Hebrew readings, discussions of modern Hebrew fiction, and the development of language skills in special drill sessions. This course is conducted in Hebrew. Prerequisite: Grade of B- or better in L74 213D or placement by examination.

Same as L74 HBRW 214D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of U.S. imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, U.S. imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, "development," activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today. Same as L22 History 2157

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC, SD Arch:
HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 219 Hindi for Heritage Speakers

This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completing this course, students should take the Hindi placement test to determine their next course in Hindi. Same as L73 Hindi 219

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 224 Islamic Religion: An Introduction

Survey of the development of Islamic practice and thought from the emergence of Islam in early seventh century CE to the present.

Same as L23 Re St 224

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L75 JIMES 240 Representations of the Holocaust in Literature and Film

As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators

appropriate? What types of representations will help us to remember the Holocaust in the 21st century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.

Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H

L75 JIMES 2400 Jewish Political Thought

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty, and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 2401 First-Year Seminar: Sex and the Bible

What does the Bible say about sex and sexual desire? Gender and gender identity? Bodies and bodily pleasure? This class critically examines sex, gender, and sexuality as they are constructed in the Bible. We will consider biblical ideas of sexuality and desire, laws regulating sex and the body, homoeroticism and homosexuality, trans representation, the portrayal of women, and queer characters and moments in the Bible. We will also explore how key biblical texts about gender and sexuality (Adam and Eve, Sodom and Gomorrah, the Whore of Babylon, etc) have been interpreted over time. Our methods of interpretation will include feminist, womanist, postcolonial, queer, and trans reading strategies; biblical texts will come from both the Hebrew Bible and the New Testament. This class is for first-year, non-transfer students only.

Same as L23 Re St 2401

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC BU: BA, ETH EN: H

L75 JIMES 250 Zionism

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study

of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA
EN: S

L75 JIMES 2500 Second-Year Urdu I

This course is the continuation of the First-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 151 or placement by examination.

Same as L73 Hindi 250

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 251 Second-Year Urdu II

This course is the continuation of the Second-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 250 or placement by examination.

Same as L73 Hindi 251

Credit 5 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 263 Democracies & Dictatorships in the Middle East

What makes a country a democracy? A dictatorship? How do we know? In this course, we take a comparative approach toward the regimes of the Middle East and North Africa in order to critically examine the history, politics, religions, demographics, and economies of different case studies. Students will learn to identify key characteristics of contemporary governments of prominent Middle Eastern countries, the extent to which they can be called democratic, and the different degrees and nuances of authoritarianism. With the 2011 Arab Spring and its aftermath in mind, students will also explore academic debates over why regimes do, or do not, respond to popular pressure for change as they continually adapt and upgrade their capacities to remain in power.

Credit 3 units. A&S IQ: HUM, LCD

L75 JIMES 285 Islam in America

Muslims have long been an embedded part of American culture since their forced arrival through the Transatlantic slave trade and later waves of immigration throughout the 18th-21st centuries from various regions. In this course, we attend to the history of Islam in the U.S. and analyze the heterogeneity of American Muslim experiences across race, ethnicity, and gender. We consider how American Muslims both shape and are shaped by U.S. society as autonomous religious actors and as a marginalized outgroup.

Same as L57 RelPol 285

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L75 JIMES 288 Muslims in the Media and Popular Culture

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

L75 JIMES 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L75 JIMES 300 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH, HUM EN: H

L75 JIMES 301 Third-Level Hindi I

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Students will engage in discussions and debates based on these readings as well as current topics, to improve spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. Prerequisite: Grade of B- or better in L72 202 Intermediate Hindi II or placement by examination. Same as L73 Hindi 301

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3012 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L75 JIMES 301C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World

We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L75 JIMES 3020 Third Level Hindi II

A continuation of Third Level Hindi I, this course is designed to further enhance students' advanced proficiency in the oral and written use of Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve spoken and conversational language skills. Group and project based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L73 301 Third Level Hindi I or placement by examination.

Same as L73 Hindi 302

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3035 Antisemitism: History, Causes, Consequences

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
BA EN: H

L75 JIMES 3050 Third-Level Urdu I

This course is a continuation of Second Year Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: Grade of B- or better in L73 251 or L73 232A, or placement by examination. Same as L73 Hindi 305

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3060 Third-Level Urdu II

This course is a continuation of Third-Level Urdu I. It is designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books and newspaper articles. Topics in advanced grammar and Urdu poetry will also be included. Students will be expected to converse clearly across a wide variety of communicative tasks using diverse language strategies. Prerequisite: Grade of B- or better in L73 305 or placement by examination.

Same as L73 Hindi 306

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 3070 The Writing of the Indian Subcontinent

The Indian Sub-continent has in recent years yielded a number of writers, expatriate of otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunsekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L75 JIMES 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM, IS EN: H

L75 JIMES 3074 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism. Same as L22 History 3074
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 3075 Third-Level Arabic I

This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only. Same as L49 Arab 3075
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation. Same as L23 Re St 3082
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L75 JIMES 3085 Third-Level Arabic II

This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also

be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.
Same as L49 Arab 3085
Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 3101 The Problem of Evil: The Holocaust and Other Horrors

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought. Same as L23 Re St 3101
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 3110 Sacred Architecture of the Indian Subcontinent

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required. Same as L73 Hindi 311
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 312 Introduction to the History and Cultures of Turkey

Since ancient times, the Anatolian Peninsula, the land surrounded by the Black Sea, the Aegean and the Mediterranean Seas, has been a home and a passageway to a multitude of diverse peoples. This course is intended to offer an overview of Turkey, its history, peoples, cultures, socio-economic, and political structures and institutions within the context of modern and contemporary global trends since the 19th century through the prism of long duree developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions, and problems which will aid those who wish to further delve into studying the deep and complex fabric of the Turkish society, culture, and history.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3120 South Asian Religious Traditions

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Same as L23 Re St 312

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L75 JIMES 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Same as L48 Anthro 3122

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 313C Islamic History 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3140 Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions about and insights into the remapping of religious traditions and communal experiences onto imperial terrain. We will examine

this through a range of problem spaces, including colonial rule and racial hierarchies; religious difference and migration; the racialization of religion; diaspora and empire; persecution and power; and global geographies of the War on Terror. This course is not an exhaustive account of the enmeshment of race and religion in the United States or globally. Rather, this course aims to critically unpack formations of religion and race and their contemporary mediation by American geopolitics.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH

L75 JIMES 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 314C Islamic History: 1200-1800

An introduction to Islamic polities and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliph Periods (600-1000) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L75 JIMES 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 3160 Beauty & Aesthetics In Islam: Islamicate Literature, Material Art, & Architecture

This course provides an introduction to beauty and aesthetics in Muslim societies from across the world. The course focuses on Islamicate literature (e.g., poetry, narrative, biography), material art (e.g., textiles, ceramics, decorated manuscripts), and architecture (e.g., palaces, built gardens, mosques, mausoleums). Some attention is also given to performing arts (e.g., dance, music, plays, puppetry). Various types of material will be considered, ranging from religious to non-religious. Material will be drawn from across the Muslim world, including the Middle East, Sub-Saharan Africa, Central Asia, South Asia, and Southeast Asia. Although the course is primarily concerned with the premodern period, it will also consider the impact of modernity on Muslim literature, art, and architecture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: ETH, HUM EN: H

L75 JIMES 3171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.
Same as L73 Hindi 3171
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

L75 JIMES 3183 The Jews of North Africa

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 3192 Modern South Asia

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.
Same as L22 History 3192
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3194 Environment and Empire

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.
Same as L22 History 3194
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 3200 An Introduction to Literature and Visual Culture in the Arab World

The course aims to provide a framework within which the literary and image cultures of the Arabic-speaking peoples have developed. This is done through a combination of contextual analysis and close reading of seminal texts and films. Our starting points are foundational sources such as the Quran and classical prose and poetry. From the later period, emphasis will be put on fiction and cinema.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 320D Advanced Modern Hebrew I

Designed to improve proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 520 is intended for graduate students only.
Same as L74 HBRW 320D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3211 Conversational Hebrew

Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different to Israeli news reports and

documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.

Same as L74 HBRW 3211

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 3221 Topics: The Jewish Experience in Italy

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. Note: L75 5221 is intended for graduate students only.

Same as L36 Ital 3221

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 322D Third-Level Modern Hebrew II

Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. Prerequisite: Grade of B- or better in L74 320D Third-Level Modern Hebrew I or placement by examination. Note: L75 522D is intended for graduate students only.

Same as L74 HBRW 322D

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3230 Jews & Christians in the Premodern World

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Jews, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We

will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of 'orthodoxy' and 'heresy,' as well as the way in which Christians re-appropriated Jewish texts, rituals, and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 3232 Religion & Nationalism in the Middle East & South Asia

How does religion shape national identity? How and why do some religious traditions become intertwined with the identities of national communities, often at the expense of others? In this course we explore how Islam, Judaism, Hinduism, and Christianity have interacted with modern nationalism in the creation of the nation-states of the Middle East and South Asia in profound ways. Throughout the course, we examine a range of case studies to compare and contrast, for example, the complex interaction between religion and nationalism in the creation of Pakistan and Israel in 1947 and 1948 as Muslim and Jewish national homes, the rise of the Hindu Right in India, religion and race in Iran, or the significance of Christianity and Islam for Palestinians and Iraqis. As we do so, we investigate how national movements have selectively and creatively engaged religious traditions over time in order to redefine communal boundaries, narrate new histories, exclude minorities, and reread sacred texts to draw the borders of their national homelands, which have often overlapped at great cost.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS

L75 JIMES 3250 Introduction to Arabic Literature

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only.

Same as L49 Arab 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3273 Introduction to Israel Studies

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3292 Topics in Politics: Modern South Asian Politics

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>
Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L75 JIMES 3293 Religion and Society

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L75 JIMES 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period-the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children-both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to first-year students. Students must enroll in both the main section and a discussion section.

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L75 JIMES 3341 Religion, Race, and Migration: Borders of Difference?

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries

to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Same as L57 RelPol 334

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

L75 JIMES 334C Crusade, Conflict, and Coexistence: The Jews in Christian Europe

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world-a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L75 JIMES 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century-the Enlightenment and the formation of the modern state-and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time-from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L75 JIMES 336C History of the Jews in Islamic Lands

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in

the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L75 JIMES 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 340 Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU:

HUM EN: H

L75 JIMES 341 The Jewish People in America

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 3411 Children and Childhood in World Religions

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Same as L66 ChSt 341

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 3421 Childhood, Culture, and Religion in Medieval Europe

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey

of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH EN: H

L75 JIMES 345 Mesopotamian Mythology: Stories from Ancient Iraq

In this course we will read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will underlie all that we do throughout the semester: What is myth?, How should we understand the conceptualization of the category "myth" (in other words, How does myth work?), and Does myth still play a role in our own modern cultures?

Credit 3 units. BU: HUM

L75 JIMES 346 Islamic Law

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH EN: H

L75 JIMES 349 Yiddishkayt: Yiddish Literature in English Translation

This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L75 JIMES 350 Israeli Culture and Society

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 351 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH EN: H

L75 JIMES 352 Iraqi Literature

This course introduces students to major works in Iraqi literature of the 20th and 21st centuries, with a focus on the post-World War II period up to the present day.

Same as L49 Arab 352

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 353 Understanding Indian Literature through Visual Media

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Same as L73 Hindi 353

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 354 Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific

topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L75 JIMES 356 Genesis

Genesis, the first book of the Bible, remains among the most important literary, historical, and theological works ever written - at once beautiful, funny, perplexing, and challenging. In this class, we will take a deep dive into Genesis, while also exploring literary, historical, mythological, feminist, postcolonial, and other responses to the text. We will also consider the history of interpretation, with a particular interest in the reception of Genesis in literature and in popular culture.

Same as L23 Re St 356

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L75 JIMES 3581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 3582 Music in Jewish Culture and Society

The common term 'Jewish Music' raises numerous questions that emanate from the difficulty to define 'Jewish' identity of any given music. This course will deal with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We will survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We will study the background and the different characteristics of selected Jewish communities - Ashkenazic, Sephardic, Italian, Yemenite, and others - as well as instrumental music, questions of gender, and the relationship between music and text." A secondary goal of this course will be the study of the bibliography and discography of Jewish musics.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 3583 The Soundtrack of Israeli History

This course explores connections between Israeli history, nationality, and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish

identities, and even artistic expressions of postmodernity within the Israeli context. These histories will be surveyed through historical studies as well as through their musics and against the background of developments in 20th century music.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 3585 Islam, Music, Muslim Media

How do Muslim individuals and communities understand and negotiate the relationship between sound and spirituality? How does Islamic philosophy challenge Western definitions of music? How do music and cultural practices reflect and shape diverse Muslim identities and political struggles? To what extent can we speak of an "Islamic world," musical or otherwise? In this course, we investigate Islamic musics and musical practices in the lives and experiences of Muslims throughout the world. We approach our study of Muslim musical practices with the understanding that the social, cultural, and political contexts where music is created, disseminated, and consumed inform the sounds of the music and its various--and often conflicting--interpretations and meanings. We will engage with a variety of academic, musical, and media texts to develop interdisciplinary analyses about Islam, music, sound experience, and Muslim subjectivities. Issues of nationalism and transnationalism, class, race and ethnicity, gender and sexualities, colonialism and postcolonialism, history and memory will remain central to our exploration of spirituality and religion in Muslim musical and cultural practices.

Same as L27 Music 3585

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 358C Modern Near Eastern Literatures

This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.

Same as L16 Comp Lit 358C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 359 Travelers, Tricksters, and Storytellers:

Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 3602 Borders, Checkpoints, and the Frontiers of Literature

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

Same as L97 GS 3602

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 362 Approaches to the Qur'an

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Same as L23 Re St 366

Credit 3 units. A&S IQ: HUM, LCD BU: ETH

L75 JIMES 3622 Topics in Islam

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L75 JIMES 362A Islam, Gender, Sexuality

In this course, we examine major themes and debates around gender and sexuality in Islamic contexts, investigating how gender informs social, political, religious, and family life in Muslim cultures. We employ a chronological approach to these topics, beginning with the status of women in seventh century Arabia, to the period of Islamic expansion across Asia, North Africa, and the Iberian Peninsula, to the colonial period ending with the contemporary US contexts, wherein debates over the status of Muslim women in society have emerged with renewed vigor.

Same as L57 RelPol 362

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L75 JIMES 366 The Sephardic Experience: 1492 to the Present

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands, and the

Americas. The questions we will explore include: in what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L75 JIMES 3660 Caste: Sexuality, Race, and Globalization

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15. Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

L75 JIMES 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual

contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 3681 The U.S. War in Iraq, 2003-2011

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L75 JIMES 373 Topics in Near Eastern Cultures

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 374 Of Dishes, Taste, and Class: History of Food in the Middle East

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be

selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

L75 JIMES 3751 In the Beginning: Creation Myths of the Biblical World

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 375W In the Beginning: Creation Myths of the Biblical World

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 377 History of Slavery in the Middle East

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th century. It addresses slavery as a discourse and a question of political economy.

We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery

from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qa'eda founder `Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 382 The History and Politics of Middle East Studies: Producing Expert Knowledge

How do we know Muslim women need gender equality? How do we know minorities in the Middle East suffer from religious persecution, and that religious freedom is the solution? How do we know promoting human rights is a universal good? How do we know development aid improves the lives of Palestinian or Syrian refugees? Why do we need so many US military bases in the Arab Gulf? In this class, we consider the history and politics behind the answers to these kinds of questions. To do so, we examine the field of Middle East Studies in the United States, historically and today, and its role in the production of expert knowledge about the region. After learning foundational theories around knowledge production, we consider the history of US foreign policy and analyze how certain theories of the Middle East became common sense notions at the expense of other possibilities. We then investigate the history and politics of universal concepts and their promotion in the region such as human rights, gender equality, and religious freedom.

Credit 3 units. A&S IQ: HUM, LCD, SC

L75 JIMES 3841 Introduction to Biblical Hebrew

This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or instructor's permission. Please note: L75 584 is intended for graduate students only. Same as L74 HBRW 384
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3843 Comparative Religion

This course provides an overview of religion from the emergence of the human species until the present. It draws on scholarship from a variety of fields including archaeology, cultural anthropology, history, religious studies, evolutionary biology, psychology, and neuroscience. The course begins with a discussion of the psychological/biological foundations of religion. It then examines hunter-gatherer religions, prehistoric agricultural/pastoral religions, and major ancient/early religions (e.g., Mesopotamian, Egyptian, Zoroastrian, Greco-Roman, Aztec). Next, students are introduced to the three major families of world religions; namely, the "Abrahamic" religions (Judaism, Christianity, Islam); the "Indic" religions (Hinduism, Buddhism, Jainism), and the "East Asian" religions (Confucianism, Daoism, Shintoism).

Same as L23 Re St 3843

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH

L75 JIMES 385 Topics in Jewish Studies

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 385D Topics in Biblical Hebrew Texts

The topic covered in this course varies. Recent course topics include Jeremiah, the Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Same as L74 HBRW 385D

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 386 Topics in Jewish History

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 387 Topics in Jewish Studies:

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 38C8 Religion and Politics in South Asia:

Writing-Intensive Seminar

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion,

community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.

Same as L22 History 38C8

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L75 JIMES 390 Topics in Jewish, Islamic and Middle Eastern Studies

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

L75 JIMES 3900 Topics in Migration and Identity

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.) more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization, and mass violence.

Same as L97 GS 390

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3921 Secular & Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L75 JIMES 396 Islamic Philosophy, Mysticism, and Theology

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities.

Same as L23 Re St 396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L75 JIMES 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Same as L77 WGSS 39SC

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU:
HUM, IS EN: H

L75 JIMES 4001 Capstone Seminar Antisemitism and Islamophobia: A Comparative Perspective

The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4011 Staging Atrocity: Theater of the Holocaust

Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscurity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).

Same as L15 Drama 4011

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
HUM EN: H

L75 JIMES 401H Fourth-Level Modern Hebrew I - The Hebrew Graphic Novel: Word, Image, and Israeli Culture

Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.

Same as L74 HBRW 4011

Credit 3 units. A&S IQ: HUM, LCD, LS, WI

L75 JIMES 401W Fourth-Level Modern Hebrew I: Seminar in Israeli Culture (Writing Intensive)

Writing-intensive course for the advanced student of Hebrew.

We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments will help students to find their voices in Hebrew. The course is conducted in Hebrew. Prerequisite: Grade of B- or better in L74 322D or placement by examination.

Same as L74 HBRW 401W

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

L75 JIMES 4020 Jerusalem, the Holy City

An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity, and Islam — through a study of archaeology, history, literature, politics, and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic, and Middle Eastern Studies. During winter break, the class will go to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip will receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic, and Middle Eastern Studies. Others may enroll with instructor's permission.

Credit 5 units. EN: H

L75 JIMES 402D Fourth-Level Modern Hebrew II

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. PREREQ: Grade of B- or better in L74 401W Fourth-Level Modern Hebrew I or placement by examination.

Same as L74 HBRW 402

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 404 Islam Across Cultures

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.

Same as L48 Anthro 4042

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L75 JIMES 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L75 JIMES 405 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L75 JIMES 4060 Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Middle Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L75 JIMES 407 Fourth-Level Arabic: Modern Literature

Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Same as L49 Arab 407

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 4081 Fourth-Level Arabic: Classical Literature

This class provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamicate intellectual traditions expressed in the Arabic language). Topics to be covered include Pre-Islamic Poetry, Quran, Hadith, Islamic Law, Sufism, Philosophy, Natural Science, and Social Thought. Students will be introduced to these topics through focused reading and discussion of Classical Arabic texts by key thinkers like al-abari, Ibn ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading Classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Same as L49 Arab 408

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 409 Beyond Geography: The Meaning of Place in the Near East

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic, and Middle Eastern Studies, but it is open to advanced undergraduates and graduate students. Prerequisites: coursework in JIMES and senior standing or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 4154 Decolonization to Globalization: How to End an Empire

The course examines questions of contemporary relevance by revisiting the history of European empire and decolonization in South Asia: Is the United States an empire? Have we deliberately or otherwise supported U.S. empire? Did the history of European empire "train" some people to further American imperial interests over the 20th century? Is the empire over? Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further

inequities. A further setback arrived in the guise of U.S.-centered globalization. The countries of Bangladesh, India, Pakistan, Nepal, and Sri Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation building, the Cold War, and globalization for those South Asian countries created since the 1940s. By considering the possibility that the U.S. empire is facing a radical collapse, the course delves into new and novel ways by which South Asians have interrogated, accepted, resisted, and possibly overturned the multiple levels of power unleashed upon them since the formal end of European colonialism. Modern, South Asia. Prerequisite: Prior course work in history or permission of instructor.

Same as L22 History 4154

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 420 Topics in the Israeli Short Story

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Same as L74 HBRW 420

Credit 3 units. A&S IQ: LCD Art: HUM

L75 JIMES 4274 Palestine, Israel, and the Arab-Israeli

Conflict

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Same as L22 History 4274

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 435 Sabbath Politics: Rest and Refusal in Religion and Politics

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of Jewish texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for African-Americans, and agonistic democratic politics.

Same as L57 RelPol 435

Credit 3 units. A&S IQ: HUM

L75 JIMES 4357 The Holocaust in the Sephardic World

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.

Same as L97 GS 4357

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L75 JIMES 440 Topics in Rabbinic Texts

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prereq: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 442 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)

The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 444 The Mystical Tradition in Judaism

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical". (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law

(halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L75 JIMES 445 Topics in Islam

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 446 History of Political Thought in the Middle East

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L75 JIMES 4675 Beyond the Harem: Women, Gender, and Revolution in the Modern Middle East

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L75 JIMES 471 Topics in Modern Arabic Literature in Translation

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 475 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings.

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 479 Senior Seminar in Religious Studies

The topic for this seminar differs every year. Previous topics include *Religion and Violence*; *Governing Religion*; *Saints and Society*; and *Religion and the Secular: Struggles over Modernity*. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 485 Topics in Jewish Studies

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Credit 3 units. BU: HUM EN: H

L75 JIMES 4872 Colonial Cities and the Making of Modernity

Massive urban growth has been a central result of the incorporation of many areas -- both central and peripheral -- into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the

West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Same as L22 History 4872

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

L75 JIMES 4944 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Phillipines. This course will read inquisitional manuals (books on how to conduct an inquisition), and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.

Same as L22 History 4941

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L75 JIMES 497 Guided Readings in Arabic

Prerequisites: senior standing, and permission of instructor and Department Chair.

Same as L49 Arab 497

Credit variable, maximum 5 units.

L75 JIMES 4973 Guided Readings in Hebrew

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Same as L74 HBRW 4973

Credit variable, maximum 5 units.

L75 JIMES 498 Guided Readings in Arabic

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Same as L49 Arab 498

Credit 3 units.

L75 JIMES 4984 Guided Readings in Aramaic

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4984

Credit variable, maximum 6 units. EN: H

L75 JIMES 4985 Guided Readings in Biblical Hebrew

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4985

Credit variable, maximum 6 units. EN: H

L75 JIMES 4987 Guided Readings in Akkadian

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4987

Credit variable, maximum 6 units. EN: H

L75 JIMES 499 Study for Honors in Jewish, Islamic, and Middle Eastern Studies

Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies program.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4991 Study for Honors in Jewish, Islamic, and Middle Eastern Studies

Offered in the spring semester in conjunction with L75 499.

Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies department.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L75 JIMES 49CA Advanced Seminar: Religion and the Secular: Critical Perspectives from South Asia

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49JK Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Same as L22 History 49JK

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.

Same as L22 History 49NR

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49SC Advanced Seminar: Incredible India?

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many

meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.

Same as L22 History 49SC

Credit 4 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 500 Independent Work in Jewish, Islamic and Middle Eastern Studies

Prerequisites: Senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies program.

Credit variable, maximum 6 units.

L75 JIMES 5001 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH, HUM EN: H

L75 JIMES 5006 Modern Jewish Writers

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

Same as L16 Comp Lit 306

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM EN: H

L75 JIMES 5012 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L75 JIMES 501C The Jews in the Ancient World

We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JIMES 301C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L75 JIMES 501M Historical Methods-Middle Eastern History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301M

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 5035 Antisemitism: History, Causes, Consequences

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:

BA EN: H

L75 JIMES 5073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

L75 JIMES 5075 Third-Level Arabic I

This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only.

Same as L49 Arab 3075

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5085 Third-Level Arabic II

This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.

Same as L49 Arab 3085

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 5149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 5150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 5171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.

Same as L73 Hindi 3171

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

L75 JIMES 5183 The Jews of North Africa

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Same as L75 JIMES 3183

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 520 Third-Level Modern Hebrew I

This course is designed to improve students' proficiency in the oral and written use of modern Hebrew through the reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: Grade of B- or better in L74 214D or placement by examination. Note: L75 520 is intended for graduate students only.

Same as L74 HBRW 320D

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5211 Conversational Hebrew

Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different Israeli news reports and documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.

Same as L74 HBRW 3211

Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 5221 Topics: The Jewish Experience in Italy

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. Note: The L75 5221 cross-listing course is for graduate students only.

Same as L36 Ital 3221

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 522D Third-Level Modern Hebrew II

This course is designed to develop students' communicative skills, and it provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. It includes the reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. Prerequisite: Grade of B- or better in L74 320D or placement by examination. Note: L75 522D is intended for graduate students only.

Same as L74 HBRW 322D

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5273 Introduction to Israel Studies

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.

Same as L75 JIMES 3273

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 5312 Norms, Networks, and Repertoires: The Anthropology of Institutions

We live our lives in social institutions: schools, courts, offices, hospitals, churches, and so forth, each one shaped by norms or rules, in which people form networks and draw on their repertoires for social action. Anthropologists and sociologists study institutions through ethnography, the close study of everyday interactions, albeit also incorporating approaches from politics and economics, and largely shaped by the traditions of social pragmatism. We explore the theoretical and empirical dimensions of an ethnographic and pragmatist approach through readings of Goffman, Foucault, and Bourdieu, and of more recent analyses of schools, courtrooms, immigration police, science laboratories, art, and other institutions.

Same as L48 Anthro 5312

Credit 3 units.

L75 JIMES 5314 Islamic History: 1200-1800

An introduction to Islamic polities and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphate Periods (600-1000) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphate periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L75 JIMES 5334 Crusade, Disputation, and Coexistence: Jews in Christian Europe

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L75 JIMES 535C Becoming "Modern": Emancipation, Antisemitism, and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century—the Enlightenment and the formation of the modern state—and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time—from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L75 JIMES 536 History of the Jews in Islamic Lands

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 541 The Jewish People in America

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

Same as L75 JIMES 341

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 5431 Core Seminar in Comparative and World History: Islam in the Medieval and Early Modern Mediterranean

The Core Seminar in Comparative and World History examines a historical institution, idea, phenomenon, or process across range of cultures and regions. Although the specific case studies will vary from year to year, topics might include: empires, urbanization, revolutions, famines, or evangelism. The seminar will be of interest to students of all historical fields seeking to develop comparative historical models to their own areas of research.

Same as L22 History 5431

Credit 4 units.

L75 JIMES 5442 Core Seminar in World History

The course examines a historical institution, idea, phenomenon, or process across range of cultures and regions. Although the specific case studies will vary from year to year, topics might include: empires, urbanization, revolutions, famines, or evangelism. The seminar will be of interest to students of all historical fields seeking to develop comparative historical models to their own areas of research.

Same as L22 History 5442

Credit 4 units.

L75 JIMES 545 Mesopotamian Mythology: Stories from Ancient Iraq

In this course we will read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic

questions will underlie all that we do throughout the semester: What is myth?, How should we understand the conceptualization of the category "myth" (in other words, How does myth work?), and Does myth still play a role in our own modern cultures?

Same as L75 JIMES 345

Credit 3 units. BU: HUM

L75 JIMES 546 Islamic Law

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Same as L75 JIMES 346

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 549 Yiddishkayt: Yiddish Literature in English Translation

This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Same as L75 JIMES 349

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L75 JIMES 550 Israeli Culture and Society

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JIMES 350

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 5510 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological,

Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language. Same as L75 JIMES 351

Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH EN: H

L75 JIMES 554 Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L75 JIMES 556 Research Seminar for M.A. Students in Jewish, Islamic, and Middle Eastern Studies

This course is meant to support graduate students as they write and revise their M.A. papers for defense in the spring. Central to the undertaking is serious editorial response to others' ongoing research and writing, and the refining effort of revision. Each paper will be work-shopped at least once during the semester. Students will develop their peer-review skills while making progress on their own research. Three credits. Permission of instructor.

Credit 3 units.

L75 JIMES 5581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st century

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Same as L75 JIMES 3581

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 5582 Music in Jewish Culture and Society

The common term 'Jewish Music' raises numerous questions that emanate from the difficulty to define 'Jewish' identity of any given music. This course will deal with various approaches to the definition of Jewish music, perceived as a cultural and

sociological component in the Jewish communities throughout the Diaspora. We will survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We will study the background and the different characteristics of selected Jewish communities - Ashkenazic, Sephardic, Italian, Yemenite, and others - as well as instrumental music, questions of gender, and the relationship between music and text." A secondary goal of this course will be the study of the bibliography and discography of Jewish musics. Same as L75 JIMES 3582

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 5583 The Soundtrack of Israeli History

This course explores connections between Israeli history, nationality, and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories will be surveyed through historical studies as well as through their musics and against the background of developments in 20th century music.

Same as L75 JIMES 3583

Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 558C Modern Near Eastern Literatures

This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.

Same as L16 Comp Lit 358C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 559 Travelers, Tricksters, and Storytellers:

Jewish Travel Narratives and Autobiographies, 1100-1800

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS
EN: H

L75 JIMES 562 Approaches to the Qur'an

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Same as L23 Re St 366

Credit 3 units. A&S IQ: HUM, LCD BU: ETH

L75 JIMES 5622 Topics in Islam: Islam and Human Rights

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H
UColl: CD

L75 JIMES 566 The Sephardic Experience: 1492 to the Present

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JIMES 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L75 JIMES 56CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been

challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L75 JIMES 573 Topics in Near Eastern Cultures: Freedom in the Middle East

The topic for this course will change each semester; the specific topic will be given in the course listings.

Same as L75 JIMES 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 577 History of Slavery in the Middle East

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy.

We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 5810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war

in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qa'eda founder `Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 584 Intro to Biblical Hebrew

This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or instructor's permission. Please note: L75 584 is intended for graduate students only.

Same as L74 HBRW 384

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 585A Topics in Jewish Studies:

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Same as L75 JIMES 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 585D Topics in Biblical Hebrew Texts: The Book of Isaiah

The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Same as L74 HBRW 385D

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 587 Topics in Jewish Studies

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Same as L75 JIMES 387

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 590A Topics in JIMES: Slow Violence and the Environment in the Modern Middle East

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L75 JIMES 390

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 591 Directed Writing: Thesis

Credit variable, maximum 6 units.

Korean

The Department of East Asian Languages and Cultures (EALC) offers a major and minor in East Asian Languages and Cultures that allows cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus in one of our three linguistic and cultural traditions — Chinese, Japanese, and Korean — or to explore different traditions and societies by taking courses in multiple regions. Our major opens up career opportunities in diplomacy, business, law, journalism, and higher education, in addition to providing preparation for further study in the relevant languages and cultures. The major entails advanced training in the chosen language and a sound background in the respective literature and culture. Students are encouraged to enhance their cultural knowledge by enrolling in relevant courses offered through other departments and programs such as Anthropology, Art History, Film and Media Studies, History, Global Studies, Performing Arts, and Religious Studies.

For information about the major, please visit the EALC Majors page (p. 508).

For information about the minor, please visit the EALC Minors page (p. 509).

Language Placement: Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first year of instruction. Students who test into second-year Korean and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for those testing into second year and 6 units for those testing into the third year or above. Please note that students with native language proficiency as determined by the Korean language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

Phone: 314-935-4448

Email: ealc@wustl.edu

Website: <http://ealc.wustl.edu>

Faculty

Chair

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
PhD, Columbia University

Professors

Rebecca Copeland (<http://ealc.wustl.edu/people/rebecca-copeland/>)
PhD, Columbia University

Marvin H. Marcus (<http://ealc.wustl.edu/people/marvin-marcus/>)
PhD, University of Michigan

Associate Professors

Ji-Eun Lee (<https://ealc.wustl.edu/people/ji-eun-lee/>)
PhD, Harvard University

Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)
PhD, Johns Hopkins University

Jamie Newhard (<http://ealc.wustl.edu/people/jamie-newhard/>)
PhD, Columbia University

Assistant Professors

Jianqing Chen (<https://ealc.wustl.edu/people/jianqing-chen/>)
PhD, University of California, Berkeley

Hyeok Hweon Kang (<https://ealc.wustl.edu/people/hyeok-hweon-kang/>)
PhD, Harvard University

Teaching Professors

Mijeong Mimi Kim (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)
EdD, University of San Francisco

Xia Liang (<https://ealc.wustl.edu/people/xia-liang/>)
MA, Beijing Normal University

Senior Lecturers

Wenhui Chen (<https://ealc.wustl.edu/people/wenhui-chen/>)
MA, National Taiwan Normal University

Ke Nie (<https://ealc.wustl.edu/people/ke-nie/>)
MA, Capital Normal University

Wei Wang (<https://ealc.wustl.edu/people/wei-wang/>)
PhD, Washington University in St. Louis

Lecturers

Hea-Young Chun (<https://ealc.wustl.edu/people/hea-young-chun/>)
MA, Seoul National University

Megumi Iida (<https://ealc.wustl.edu/people/megumi-iida/>)
MA, University of Arizona

Taewoong Kim (<http://ealc.wustl.edu/people/taewoong-kim/>)
PhD, The University of Oklahoma

Jiyeon Lee (<https://ealc.wustl.edu/people/jiyeon-lee/>)
MA, University of Oregon, Eugene

Zihan Qin (<http://ealc.wustl.edu/people/zihan-qin/>)
MA, University of Iowa

Kaho Sakaue (<https://ealc.wustl.edu/people/kaho-sakaue/>)
MA, Purdue University

Jingyi Wang (<http://ealc.wustl.edu/people/jingyi-wang/>)
MA, Capital Normal University

Mano Yasuda (<https://ealc.wustl.edu/people/mano-yasuda/>)
PhD, The University of Oklahoma

Professors Emeriti

Beata Grant (<https://ealc.wustl.edu/people/beata-grant/>)
PhD, Stanford University

Robert Hegel (<https://ealc.wustl.edu/people/robert-e-hegel/>)
PhD, Columbia University

Betty Pei-shan Yue
MA, Washington University in St. Louis

Majors

For information about the East Asian Languages and Cultures major, please visit the EALC Majors page (p. 508).

Minors

For information about the East Asian Languages and Cultures minor, please visit the EALC Minors page (p. 509).

Courses

Visit online course listings to view semester offerings for L51 Korean (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L51&crslvl=1:4>).

L51 Korean 107 Basic Korean I

Basic Korean I is a slower-paced class that covers half of the content of First-Level Modern Korean I (L51 117D). This course is designed for students who are interested in learning Korean language but who cannot commit the time required for the regular 5-credit class. The course emphasizes the acquisition of all four areas of language function — listening, speaking, reading, and writing — as well as intercultural competence. After completing Basic Korean I in the spring semester, students can enroll in Basic Korean II in the fall semester. Upon completion of Basic Korean II, students can join First-Level Modern Korean II (L51 118) in the spring semester. Basic Korean I and Basic Korean II do not fulfill the language sequence requirement. Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L51 Korean 108 Basic Korean II

Basic Korean II is the second course in the slower-paced Basic Korean language curriculum sequence that will cover the content of the second half of First level modern Korean 1 (L51 117D). This course is designed for students who are interested in learning the Korean language but cannot commit the time for the regular five-credit class, Korean 117D. This course will use the same textbook and learning materials that are used for the First level modern Korean 1 (L51 117D) class. The course emphasizes the acquisition of all areas of language function: listening, speaking, reading, and writing as well as intercultural competence. Upon completion of Basic Korean II, students can join the First level modern Korean 2 (L51 118) in the spring semester. Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor. Prerequisite: L51 107 (grade of B- or better) or placement by examination.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L51 Korean 117D First-Level Modern Korean I

This course is an introduction to the modern spoken and written language of Korea, providing acquisition of the fundamentals of grammar, morphology, and oral communication skills. Note: students with some previous Korean language background must take the placement examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 118D First-Level Modern Korean II

This course places emphasis upon the understanding, speaking, reading, and writing of Korean. Continuation of the acquisition of the fundamentals of grammar and morphology. Prerequisite: L51 117D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 150 First-Year Seminar: Exploring East Asian Classics

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, we will directly engage with the texts through close reading and in-class discussion. We will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered this term will be The Analects, Daodejing, Lotus Sutra, Tale of Genji, Tales of the Heike, Tales of Moonlight and Rain, Samguk yusa, and Memoirs of Lady Hyegyong. This course is for first-year, non-transfer students only.
Same as L04 Chinese 150
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: BA EN: H

L51 Korean 217 Second-Level Modern Korean I

This is the second year course in standard modern Korean. Emphasis is placed upon speaking, reading, and writing of modern Korean. Prerequisite: L51 118D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 218 Second-Level Modern Korean II

This is the continuation of the second year course in standard modern Korean. Prerequisite: L51 217 (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 223C Korean Civilization

This course is a comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention is also be paid to contemporary issues, social problems, and cultural trends.
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L51 Korean 298 Korean Undergraduate Teaching Assistants

In this course undergraduate students with native or near native proficiency in Korean assist in the first, second, and third level modern Korean language classes by serving as one-on-one session tutor, lab drill and practice session tutor, or discussion leader under close supervision of the faculty. Students can only enroll in the class with permission from the faculty member. Interested student must contact Heayoung Chen (hchun@wustl.edu) for information.
Credit 1 unit.

L51 Korean 2980 Undergraduate Internship in Korean

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only.
Credit variable, maximum 3 units.

L51 Korean 299 Independent Study

Prerequisite: Permission of instructor.
Credit variable, maximum 6 units.

L51 Korean 340 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labelled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and

storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required. Same as L81 EALC 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

L51 Korean 352 Literature of Modern and Contemporary Korea

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

L51 Korean 355 Topics in Korean Literature and Culture

Topics course on Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: BA EN: H UColl: CD

L51 Korean 365 Topics in Modern Korean Literature

A topics course on modern Korean literature. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L51 Korean 370 When Tigers Smoke: Songs and Stories from Traditional Korea

This course has two purposes: (1) to introduce major works and topics in Korean classical literature and the cultural world in which they were produced and (2) to explore modern reimaginings of these historical works and events and wider context through contemporary literature and film. The former involves a journey through various genres, including foundation myths, songs, biographies, essays, poetry, fiction, memoirs, letters and oral performance, all produced before the 20th century. For a modern perspective, the course turns to films, dramas, cartoons and short stories, which serve as the basis for discussing the modern recreations of historical events, characters, and Korean culture more broadly. In addition to details of the works themselves, topics will include Korea's place in the context of a Sino-centric world order; the significance

of two writing systems, hanmun (literary Chinese) and han'gul (Korean vernacular writing); gender and literary practice; and the dynamic relationship between tradition and creativity.

No knowledge of Korean history or language is required. All readings in English.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L51 Korean 390 EALC Seminar: East Asian Buddhism

This course traces the expansion of Buddhism from its origins in the Indian subcontinent through China, Korea and Japan, identifying both continuities and local developments as seen in the encounter/clash with preexisting traditions. We will adopt a multidisciplinary approach and explore the history, literature, philosophy, and practice of Buddhism in East Asia. Primary readings (all in English) are drawn from a wide range of genres -- canonical scriptures, tale literature, hagiographic narratives, and archeological materials. We will also rely extensively on the rich visual and material heritage of Buddhism, looking at common iconographical motifs, popular deities and their many forms, and the ritual function of Buddhist objects in their respective contexts. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior course work on Buddhism or East Asia is required.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H

L51 Korean 417 Third-Level Modern Korean I

This is the third-year course in standard modern Korean.

Emphasis is placed upon reading and writing of modern Korean. Prerequisite: L51 218 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 418 Third-Level Modern Korean II

This is the continuation of the third-year course in standard modern Korean. Emphasis is placed upon reading and writing.

Prerequisite: L51 417 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 420 Nature, Technology, and Medicine in Korea

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as a EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH

L51 Korean 427 Fourth-Level Modern Korean I

This is the fourth-year course in standard modern Korean (advanced level). Emphasis is placed on developing proficiency in all four areas of language skills (speaking, listening, reading, and writing) beyond the intermediate level. Prerequisite: L51 418 (grade of B- or better) or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L51 Korean 428 Fourth-Level Modern Korean II

This is the continuation of the fourth-year course in standard modern Korean. Emphasis is placed upon the further development of speaking, listening, reading, and writing, beyond the intermediate level. Prerequisite: L51 427 (grade of B- or better) or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 437 Contemporary Korean I: From Everyday Life to Professional Life

This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Prerequisite: L51 428 (grade of B- or better) or permission of instructor. Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L51 Korean 438 Contemporary Korean II

This is the continuation of Korean 437. It is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Prerequisite: L51 428 (grade of B- or better) or permission of instructor. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L51 Korean 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film

This course looks in depth at issues regarding women and gender in Korean literature and film. While it explores literary and cinematic representations of gender, the main goal of the class is to examine literature and film as sites for the very construction of gender. Readings include contemporary literary and theoretical works, as well as historical texts from the Colonial period (1910-1945) and the Choson dynasty (1392-1910), in order to understand women's issues in the context of historical development. Through textual criticism and theoretical readings, some of the questions to be discussed are: What is "feminine" and "masculine" in Korean culture, and how do they change (if they do)? How do these formations and changes relate to literary and cinematic portraits of gender on one hand and to gendered conceptions of literature and cinema on the other? How do socio-historical circumstances affect representations of gender? All readings are in English. Prior course experience in literature, film, or gender studies recommended. Prerequisite: Junior level or above or permission of instructor. Credit 3 units. A&S IQ: LCD EN: H

L51 Korean 495 Guided Readings in Korean

This course is normally be taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: Permission of instructor. Credit 2 units.

L51 Korean 497 Guided Readings in Korean

This course is normally be taken after successful completion of Korean 418, or by instructor's permission. May be repeated once. Prerequisite: Permission of instructor. Credit variable, maximum 3 units. EN: H

Latin

The Department of Classics offers courses in Latin to allow students to pursue deeper study of Roman history, literature, and culture. After two semesters mastering the grammar, students are able to read authors such as Caesar, Ovid, Catullus, and Cicero. Students who have studied Latin in high school may take a placement exam to begin their studies in more advanced courses. Advanced courses in Latin explore many types of texts, including poetry of various kinds, drama, history, biography, letters, and novels. Students have the opportunity to do their own research and to assist with faculty members' research projects. The Department of Classics also offers a variety of courses in Greek and Roman history, literature, archaeology and culture to build students' broader knowledge of the ancient Mediterranean world. Resources on campus that support the study of Latin and the Romans include the Wulfling Coin Collection, which is one of the largest collections of ancient coins owned by an American university; rare books and papyri in Olin library; and works of art in the Kemper Museum.

Additional Information

Study Abroad: Washington University is associated with both the Intercollegiate Center for Classical Studies (https://sa.wustl.edu/?FuseAction=Programs.ViewProgram&Program_ID=10117) (a.k.a. "The Centro") in Rome and the College Year in Athens program (https://sa.wustl.edu/?FuseAction=Programs.ViewProgram&Program_ID=10112). Certain other study abroad programs also allow students to earn credit in Latin. Students interested in these programs should contact Professor Cathy Keane (<https://classics.wustl.edu/people/cathy-keane/>).

Phone: 314-935-5123
Email: classics@wustl.edu
Website: <http://classics.wustl.edu>

Faculty

Endowed Professor

Timothy Moore

John and Penelope Biggs Distinguished Professor of Classics
PhD, University of North Carolina

Professor Moore's work concentrates on several areas of classical antiquity, including the comic theater of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a database and book on music in Greek and Roman theater and articles on music and poetic rhythm in ancient Rome. He also has interests in the history of theater, especially American musical theater and Japanese Kyogen comedy.

Professor and Chair

Catherine Keane

Department Chair
PhD, University of Pennsylvania

Professor Keane's interests range broadly over Greek and Roman literature and culture, but her research centers on the comic genres and their engagement with moral, social, and literary problems, particularly the Roman verse satirists Lucilius, Horace, Persius, and Juvenal and the epigrammatist Martial.

Associate Professors

William Bubelis

Curator of the Wulfinf Coin Collection
PhD, University of Chicago

Professor Bubelis' research in Greek history focuses on the intersection of economy, religion and public institutions. His work utilizes the evidence of inscriptions (epigraphy), coins (numismatics) and other material remains alongside the literary texts of ancient historians, poets, orators and the like. While most of his scholarship has engaged with classical Athens, Professor Bubelis avidly explores the societies of the eastern Mediterranean across antiquity, including Iron Age Cyprus and the Achaemenid Persian Empire to Hellenistic Egypt.

Thomas Keeline

Director of Undergraduate Studies
PhD, Harvard University

Professor Keeline works primarily on Latin literature, the history of classical scholarship and education from antiquity to the present, rhetoric, textual criticism, lexicography and metrics.

Zoe Stamatopoulou

Director of Graduate Studies
PhD, University of Virginia

Professor Stamatopoulou's research and teaching encompass several aspects of ancient Greek literature and culture, but her work focuses primarily on archaic and classical poetry (Homer, Hesiod, lyric poetry, drama). She is also interested in the symposium, ancient biographies of poets, and the reception of archaic Greece in Imperial Greek literature (especially Plutarch).

Assistant Professors

Nicola Aravecchia

PhD, University of Minnesota

Professor Aravecchia's research interests encompass the art and archaeology of Greco-Roman and Late Antique Egypt. He has taught courses in classical languages, ancient history, and art and archaeology in the United States, Egypt and Australia. His current work focuses on the origins and development of Early Christian architecture in rural Egypt. Since 2005, he has been involved in archaeological projects in the Dakhla Oasis, located in the Western Desert of Upper Egypt.

Ian Hollenbaugh (<https://classics.wustl.edu/people/ian-hollenbaugh/>)

PhD, University of California, Los Angeles

Professor Hollenbaugh's research interests include Indo-European linguistics, Homeric Greek, Old Latin, Vedic Sanskrit, and Germanic languages. He focuses particularly on the tense and aspect systems of Indo-European languages from both diachronic and synchronic perspectives.

Luis Alejandro Salas

PhD, University of Texas

Professor Salas specializes in Greek and Roman medicine, philosophy and intellectual history. He is also interested in Aristotelian psychology. His research focuses on medical and philosophical sectarianism, especially in the work of Galen of Pergamum.

Senior Lecturers

Lance Jenott

PhD, Princeton University

Professor Jenott teaches courses on the New Testament, studies in Christian origins, and Coptic language and literature. His other interests include Second Temple Judaism, Greco-Roman philosophy, classical civilizations, and theories and methods in the study of religion. Dr. Jenott is the author of *The Gospel of Judas: Coptic Text, Translation, and Historical Interpretation of the 'Betrayal's Gospel'*, and he is the co-author of *The Monastic Origins of the Nag Hammadi Codices*. He is currently working on a commentary on the Gospel of Judas for the Hermeneia Series by Fortress Press.

Kathryn Wilson

PhD, University of Pennsylvania

Professor Wilson's research interests focus on the intersection of poetry and science. She is especially interested in Hellenistic literature and the relationship between different intellectual enterprises occurring during that time. She is also interested in the evolution of the genre of didactic poetry.

Lecturer

Rebecca Sears

PhD, University of Michigan

Professor Sears' research interests include ancient music, papyrology, Latin poetry (particularly Ovid's *Metamorphoses*) and ancient magic. She is currently working on a textbook for the University of Michigan Press that will discuss important technical and cultural features of both Greek and Roman music as well as the reception and reconstruction of ancient music. In addition to her love of classical languages and cultures, she is a violinist who has performed in benefit concerts throughout New England.

Professors Emeriti

Carl W. Conrad

PhD, Harvard University

Robert D. Lamberton

PhD, Yale University

George M. Pepe

PhD, Princeton University

Susan I. Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University

Majors

Students interested in Latin should explore either the major in Classics (p. 444) or the major in Ancient Studies (p. 444) offered through the Department of Classics (p. 442).

Minors

Students interested in Latin should explore either the minor in Classics (p. 445) or the minor in Ancient Studies (p. 445) offered through the Department of Classics (p. 442).

Courses

Visit online course listings to view semester offerings for L10 Latin (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L10&crslvl=1:4>).

L10 Latin 101D Beginning Latin I

An introduction to Latin, the language of Ancient Rome and the European Middle Ages and Renaissance, and the most important source of English medical and scientific terms. Beginning with the foundations of Latin grammar, students work toward developing reading knowledge with the goal of reading literary texts. Students who have already begun their study of Latin should consult the chair of the department.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L10 Latin 102D Beginning Latin II

Continuation and completion of the program begun in Latin 101D. Prerequisite: Latin 101D or equivalent or permission of instructor.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L10 Latin 301 Introduction to Latin Literature I

Review of Latin grammar and syntax and development of reading skills and translation techniques through short readings from original texts in prose and poetry such as Caesar and Ovid. Prerequisites: Latin 102D or Latin 190D, placement by examination, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 3161 Introduction to Latin Literature II: Elementary Prose and Poetry

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. Prerequisite: Latin 301, placement by examination or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 3171 Survey of Latin Literature: The Republic

A sampling of the major literary achievements of the last two centuries of the Roman Republic, including prose and verse authors. Readings are typically drawn from Catullus, Lucretius, Caesar, and Cicero. There will be regular, selective grammar review and discussion of translation strategies. Prerequisite: Latin 102D or Latin 190D with a grade of B+ or better, or Latin 301 and Latin 3161, or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 3181 Survey of Latin Literature: The Empire

Readings in the verse and prose literature of the Roman Empire, particularly its first two centuries, with targeted grammar review and stylistic analysis. Readings may be drawn from Vergil, Livy, Suetonius, or other appropriate authors. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 301, or Latin 3161, or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 370 Topics in Latin Literature

Study in selected problems, eras or generic sequences; specific topic for each semester in course listings. May be repeated for credit for study of different topics. Prerequisites: Latin 318C or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM

L10 Latin 400 Independent Study

Credit 3 units. EN: H

L10 Latin 415 Cicero

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 416 Seneca

The tragedies of Seneca are fascinating works in themselves and have had a profound influence on modern theatre and literature. In this class we will read one or more plays of Seneca in Latin as well as scholarly works on the tragedies. Among the topics discussed will be the tradition of tragedy in Rome, questions of performance, and Seneca's responses to the politics and philosophy of his age. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 4161 Seneca: Philosopher and Friend

Seneca the Younger was a philosopher, politician, playwright and propagandist; he rose from the province of Spain to become tutor and adviser to Nero, only to fall from favor and commit suicide at the emperor's command. We will study Seneca's life and works, focusing on the *Epistulae Morales* and select philosophical treatises. We will pay special attention to issues of language and style, cultural and historical context, and ideological and philosophical content. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 4215 Plautus

Readings from the comedies of Plautus. Discussion of play production in Republican Rome, reception and interpretation. The advanced-level Latin reading load is supplemented by secondary readings, quizzes and short reports. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 422 Lucretius

In this course, we will read selections from Lucretius' epic-didactic poem ON THE NATURE OF THINGS. The poem explains the basic tenets of Epicurean philosophy with a focus on the physical structure of the universe, the nature of the soul, and why we shouldn't fear death. There are many things in Lucretius that feel scientific in a modern sense, such as atomism and the absence of the gods. In fact, he has been accused of inspiring the Scientific Enlightenment, a charge we will acquit him of in this class. Special attention will be given to how Lucretius uses myth and poetry, the influence of earlier Roman epic poets such as Ennius, and his relationship with earlier Greek sources. No prior knowledge of Epicureanism or any philosophy is necessary; Lucretius will be happy to explain everything to you. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 431 Vergil: The Aeneid

We will read books 2 and 3 of the Aeneid, in which Aeneas relates the fall of Troy and the strange series of events that leads him to Carthage and Dido. In addition to close analysis of Vergil's poetic practice in the context of the poem as a whole, we will consider ways in which he engages his epic forebear Homer. Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H

L10 Latin 432 Horace

This course examines Roman poetry that illuminates ancient and still-influential ideas about the functions of literature. Horace's monumental "Ars Poetica" and his other literary-critical works will be the major texts. These works convey the complexity of contemporary debates about literature's role in society and history and about the merits of various genres (epic, tragedy, comedy, satire, epigram). Readings in secondary sources will help to fill out the picture of Horace's career and of the climate of literary production in early Imperial Rome.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L10 Latin 433 Ovid

In this course, we will read selections from the monumental and multifaceted "Metamorphoses of Ovid," which was composed before the poet's exile from Rome in 8 CE. Supplementary readings from Ovid's elegiac verse will give us a fuller picture of the poet's career and cultural context. Substantial daily Latin readings will be supplemented with practice of scansion, additional readings from related ancient works, and readings from modern scholarship on the poem. There will be regular translation quizzes, a final exam, student presentations, and a final research and writing project. Prerequisites: Latin 3171, Latin 3181 (or equivalent), and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L10 Latin 441 Roman Satire

This course focuses on the genre of hexameter satire represented by the Roman poets Lucilius, Horace, Persius, and Juvenal (second century BCE - second century CE). The Roman professor Quintilian called satire "entirely Roman" (*tota nostra*), and our readings will allow us to explore the meaning of this claim for satire's authors and readers. We will read a large sampling of satiric verse in the original Latin, practice reading the dactylic hexameter, and observe and discuss differences between the poets' styles and themes. We'll also read and discuss scholarship on the genre's formal characteristics and influences, its origins in Republican literary culture, and its development in the Imperial period.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 444 Latin Prose Composition

Readings in select authors coupled with Latin composition, primarily in prose but occasionally in verse, with attention to grammatical and idiomatic accuracy as well as elegance of style. Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 465 Silver Latin Epic: Lucan

Lucan's epic poem about the civil war between Caesar and Pompey, written under Nero, investigates themes of individuality, citizenship, morality, and historical inevitability in Roman history. We will read selections from the poem, focusing on Lucan's literary models and poetic style; his treatment of the past and of historical figures like Caesar, Pompey and Cato; and Lucan's place in the political, philosophical and literary world of Neronian Rome. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L10 Latin 471 Elegiac Poetry

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L10 Latin 493 Readings in Latin Prose: Apuleius

A survey of the major genres of Latin prose, history, oratory and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding.

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L10 Latin 494 Topics in Latin Literature

This course involves the study of selected problems, eras, or generic sequences; the specific topic for each semester can be found in the Course Listings. The course may be repeated for credit for the study of different topics.

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L10 Latin 496 Tacitus

Tacitus, the great historian and orator of the late first and early second centuries CE, is one of our best sources for the early history of the Roman Empire. With his concise style and scathing political insight, Tacitus' writings influenced later authors from Ammianus Marcellinus to Macchiavelli. We will read selections from Tacitus' historical works, paying particular attention to: prose style; genre, rhetoric and historiography; and Tacitus' critique of the Principate. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L10 Latin 4961 Topics in Empire Latin

May be repeated for credit for study of different topics.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L10 Latin 4963 Martial

Martial, the prolific first-century Latin poet, left behind 15 books of poetry. Martial's epigrams can be witty, sincere, caustic, and often quite sexually explicit. In this course, we will read a selection of Martial's epigrams in Latin, and we will discuss various themes related to Martial's work, such as gender and sexuality, ancient conceptions of authorship and publishing, flattery, invective, and the many personae Martial adopts. We will also pay close attention to Martial's language and style, and we will discuss where Martial fits into the wider social and historical context.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L10 Latin 497 Honors Course I

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.

Credit 3 units. A&S IQ: HUM EN: H

L10 Latin 498 Honors Course II

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.

Credit 3 units. A&S IQ: HUM EN: H

Latin American Studies

Latin American Studies (LAS) is a gateway to the region and its cultures, politics and history. The major in LAS can be studied on its own, providing knowledge about a region valuable for employers across different fields and industries. Focusing on Latin America allows students to engage with one of the most fascinating historical trajectories in the world; to explore diverse cultures where the traditional and the modern are always negotiating; and to participate in vibrant business, intellectual and political scenes. Latin America is a region at the forefront of policy reform, embedded in the complex networks of global economics, development, social engagement and cultural expression. Because of the region's importance, the LAS major provides key skills for today's jobs.

A major or minor in LAS is also an excellent complement to any other major program. Latin America is the location of major U.S. trade partners, and Latin American immigrants constitute the largest segment of market growth in the United States, including in the major economic markets of Boston, California, New York, Chicago, Texas and Florida. This makes the LAS major a great companion to a business degree. In this world, business majors and MBA graduates with an LAS background have a comparative advantage in the world market, as large corporations seek executives with a better understanding of the region's complex social, cultural and economic issues.

Pre-medical students and public health majors will find value in the fact that the growing Latino population and the diverse Latin American peoples are two major topics in the health care field. Majors in global studies, political science, economics and other social sciences can complete their studies by becoming experts in one of the most economically and politically complex regions in the world; Latin America is a true policy laboratory. Scientists of all disciplines work in the region's spectacular biodiversity. LAS students can attend study abroad programs across the region, earn credit, and explore any field of study.

Latin America offers an increasing number of study abroad and fellowship opportunities. At Washington University, we have in place in-house programs in Chile, Mexico and Ecuador, with other countries forthcoming. Some of our students apply to other programs and fellowships with environmental, political and social organizations in the region. NGOs and institutions such as

Fullbright, Comexus, the Ford Foundation, Human Rights Watch, and Greenpeace have a strong presence in Latin America, and students with a Latin American background have a wide array of fellowship and internship opportunities available to them.

Given these reasons and more, Washington University students are more encouraged to look into LAS with each passing day. In the job market, in the academic field, and in the world at large, Latin America is the way to go! LAS alumni have gone on to work in the coffee industry, at the Center for International Policy, and at other nonprofit think tanks; they have also pursued graduate degrees in such fields as international relations and public policy.

Contact: Professor Ignacio Sánchez Prado
Phone: 314-935-5175
Email: isanchez@wustl.edu
Website: <http://lasprogram.wustl.edu>

Faculty

Core Faculty

Mabel Moraña (<https://rll.wustl.edu/people/mabel-morana/>)

William H. Gass Professor in Arts & Sciences
PhD, University of Minnesota
(Romance Languages and Literatures)

Ignacio Sánchez Prado (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)

Jarvis Thurston and Mona Van Duyn Professor in the Humanities
PhD, University of Pittsburgh
(Romance Languages and Literatures)

Eliza Williamson (<https://lasprogram.wustl.edu/people/k-eliza-williamson/>)

Lecturer
PhD, Rice University
(Latin American Studies; Romance Languages and Literatures)

Faculty Specialized in Latin America

William Acree (<https://rll.wustl.edu/people/william-acree/>)

Associate Professor
PhD, University of North Carolina at Chapel Hill
(Romance Languages and Literatures)

Sarah Baitzel (<https://anthropology.wustl.edu/people/sarah-baitzel/>)

Assistant Professor
PhD, University of California, San Diego
(Anthropology)

J. Andrew Brown (<https://rll.wustl.edu/people/j-andrew-brown/>)

Professor
PhD, University of Virginia
(Romance Languages and Literatures)

Rebecca Clouser (<https://ias.wustl.edu/people/rebecca-clouser/>)

Lecturer
PhD, Indiana University
(International and Area Studies)

Brian Crisp (<https://polisci.wustl.edu/people/brian-crisp/>)

Professor
PhD, University of Michigan
(Political Science)

David Freidel (<https://anthropology.wustl.edu/people/david-freidel/>)

Professor
PhD, Harvard University
(Anthropology)

Javier García-Liendo (<https://rll.wustl.edu/people/javier-garcia-liendo/>)

Associate Professor
PhD, Princeton University
(Romance Languages and Literatures)

Bret Gustafson (<https://anthropology.wustl.edu/people/bret-gustafson/>)

Associate Professor
PhD, Harvard University
(Anthropology)

Steven Hirsch (<https://ias.wustl.edu/people/steven-j-hirsch/>)

Professor of Practice
PhD, George Washington University
(International and Area Studies)

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)

Professor
PhD, New York University
(Romance Languages and Literatures)

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

Professor
PhD, Duke University
(Romance Languages and Literatures)

Diana Montaña (<https://history.wustl.edu/people/diana-montano/>)

Assistant Professor
PhD, University of Arizona
(History)

Christina Ramos (<https://history.wustl.edu/people/christina-ramos/>)

Assistant Professor
PhD, Harvard University
(History)

Guillermo Rosas (<https://polisci.wustl.edu/people/guillermo-rosas/>)

Associate Professor
PhD, Duke University
(Political Science)

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)

Professor
PhD, University of Illinois
(Romance Languages and Literatures)

Ila Sheren (<http://arthistory.artsci.wustl.edu/people/ila-sheren/>)

Assistant Professor
PhD, Massachusetts Institute of Technology
(Art History and Archaeology)

Elzbieta Sklodowska (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences
PhD, Washington University
(Romance Languages and Literatures)

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)

Assistant Professor
PhD, Ohio State University
(Romance Languages and Literatures)

Professors Emeriti

David L. Browman (<https://anthropology.wustl.edu/people/david-browman/>)

PhD, Harvard University
(Anthropology)

Pedro C. Cavalcanti (<https://anthropology.wustl.edu/people/pedro-c-cavalcanti/>)

PhD, University of Warsaw
(Anthropology)

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)

PhD, University of Illinois
(Romance Languages and Literatures)

Richard J. Walter (<https://history.wustl.edu/people/richard-walter/>)

PhD, Stanford University
(History)

Majors

The Major in Latin American Studies

The major in LAS allows undergraduate students to pursue an in-depth study of Latin America across diverse disciplines, theoretical approaches and historical periods. Through regular courses, seminars and additional activities such as film series,

programs abroad, lectures, and the like, students will explore the processes that resulted in the integration of the so-called New World and Western civilizations, from the discovery of America to the present. An essential aspect of this major is the focus on economic, social and political dynamics corresponding to intercultural relations developed between indigenous cultures, Creole societies, and European and North American nations.

This aspect of the major stresses the study of social change, migration, social movements, multiculturalism, inequality, violence and social justice, and it combines regional analysis with critical interdisciplinary approaches. The program of study combines the analysis of urban environments; issues of education, gender, language and ethnicity; and modernization and border studies. It emphasizes transatlantic approaches as well as the study of topics related to autochthonous cultures in their conflictive interaction with Western traditions, systems of domination, values and economic/political projects.

Focusing on Latin America allows students to engage with a fascinating historical trajectory that promotes a multifaceted reflection on colonialism, diversity issues, economic development and international relations. The major has been designed to provide students with a historical background that will be instrumental both in itself, as an exciting field of specialization, and in combination with their pursuit of other fields of inquiry, such as international relations, business, globalization, and the like. Latin America is a region embedded in the complex networks of global economics, development, social engagement and cultural innovation.

The LAS major offers a sound, updated and competitive approach to the study of the region, both in its specificity and in its connections to the world, through the study of Latin America's processes of internationalization and its changing position in global scenarios. This major has also been designed to further contribute to the university mission of improving engagement with race, ethnicity and diversity.

Credit Requirements

The major in LAS requires students to complete 30 credits. At least 24 units must be at the 300 level or higher, and at least 9 units must be at the 400 level. All credits must be exclusive to the major and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. Credits must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered annually. LatAm 165C can also fulfill this requirement.
- 3 units for the successful completion of an elective introductory class at the 100, 200 or 300 level. Classes that fulfill this requirement must meet the approval of the director of undergraduate studies (DUS). This requirement may also be fulfilled with an approved course abroad or with a 300-level elective approved by the DUS.

- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad. Courses must be cross-listed with LatAm (L45) or approved by the DUS. Existing examples of courses include but are not limited to the following:
 - **Political Science:** LatAm 326B Latin American Politics (offered annually); LatAm 4231 Contemporary Issues in Latin America (every two years)
 - **History:** LatAm 321C Introduction to Colonial Latin America until 1825 (annually); LatAm 322C Modern Latin America (annually); LatAm 3220 Modern Mexico (every two to three years)
 - **Global Studies:** LatAm 356 Andean History: Culture and Politics (annually); LatAm 4201 International Relations of Latin America (annually); LatAm 4661 Populism and Neopopulism in Latin America (annually); LatAm 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges (annually)
- 3 units in literary or cultural studies at the 300 level or higher. These may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; and study abroad. Courses include but are not limited to LatAm 343 Latin American Literatures and Cultures (every semester); LatAm 331 Hispanic Art/Arte Hispano (annually); LatAm 3800 Survey of Hispanic Cultures; LatAm 4500 Seminar on Hispanic Cultures; LatAm 381 Mexican Visual Culture; and LatAm 3824 Film and Revolution in Latin America.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the anthropology department or study abroad. These include LatAm 3351 The Ancient Maya: Archaeology and History (annually); LatAm 3092 Indigenous Peoples and Movements in Latin America (annually); LatAm 3093 Anthropology of Modern Latin America; and Anthro 3093 Anthropology of Modern Latin America.
- 9 units of elective credit at the 300 level or higher. At least 3 of these units must be fulfilled at the 400 level. 3 units of elective credit may be fulfilled through an honors thesis (LatAm 486) or a special project (LatAm 425).
- 6 units of a Latin American seminar. Seminar courses are 400-level classes designed as such that are taught by core LAS faculty on theoretical issues related to the region. These include LatAm 461 Latin American Cultural Studies: Critical and Theoretical Approaches; LatAm 457 Gender and Modernity in Latin America; LatAm 463 Seminar on Urban Cultures in Latin America; LatAm 464 Nation and Desire in Latin America; and LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America.

Capstone. Prime majors in LAS must fulfill their capstone requirement by writing an honors thesis (if the student meets the College of Arts & Sciences requirements to do so), writing a Latin American research paper (LatAm 425), or completing the two LAS seminar courses with a grade of B+ or better.

Language requirement. LAS requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of Span 302, Span 3021 or certification as a native speaker by the Spanish DUS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of Reading and Conversation II: Intermediate Portuguese (Portug 220) with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS or Spanish
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

Study Abroad

All majors in Latin American Studies must complete at least a study abroad experience in Latin America. This requirement may be fulfilled by the completion of a summer or semester program in the region approved by the Office of Overseas Programs.

Students who attend study abroad programs may request credit for appropriate courses at the 300 level, with approval from the DUS. A maximum of 9 credits for one semester (or equivalent) of study abroad or of 12 credits for more than one semester is allowed. LatAm 165D and 400-level credit must be completed in residence at Washington University.

Students unable to attend a study abroad program may complete an additional 3 units of 300-level elective credit instead.

Minors

The Minor in Latin American Studies

The minor in LAS allows undergraduate students pursuing other major programs to complement their existing curriculum with a study of Latin America across diverse disciplines and of the way in which the region engages with the Western world — to which it belongs — at large. The minor in LAS is conceived as an option for students across a variety of disciplines in the social sciences, the humanities, the sciences, the pre-med program, and business and engineering to add knowledge about Latin America to their professional portfolio. The vast relations that the United States has with Latin America in all fields make

the minor in LAS the source of valuable skills for our existing population. It also allows students in other major programs to access discussions of socioeconomic and ethnic diversity in one of the regions central to those debates in the world.

Credit Requirements

The minor in Latin American Studies requires students to complete 18 credits. At least 15 units must be at the 300 level or higher, and at least 3 units must be at the 400 level. All credits must be exclusive to the minor and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. The requirements for the minor mirror some of the requirements for the major. Credits must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered annually. LatAm 165C can also fulfill this requirement.
- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad.
- 3 units in literary or cultural studies at the 300 level or higher. These may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; and study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the anthropology department or study abroad.
- 3 units of elective credit at the 300 level or higher.
- 3 units of a Latin American seminar. Seminar courses are 400-level classes designed as such that are taught by core LAS faculty on theoretical issues related to the region.

Language requirement. LAS requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of Span 302, Span 3021 or certification as a native speaker by the Spanish DUS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of Portug 215 Reading and Conversation I with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS or Spanish
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

Study Abroad

All minors in LAS are strongly encouraged (but not required) to pursue a study abroad program in the region. Students who attend study abroad programs may request credit for appropriate courses at the 300 level, with approval from the DUS. A maximum of 6 credits is allowed. LatAm 165D and the seminar requirement must be completed in residence at Washington University.

Courses

Visit online course listings to view semester offerings for L45 LatAm (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L45&crslvl=1:4>).

L45 LatAm 165D Latin America: Nation, Ethnicity and Social Conflict

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and subregions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prerequisites: none.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 170 First-Year Seminar: Bodies in Brazil: Race, Representation and Nation

This course will examine the cultural expressions of the body in Brazil from an interdisciplinary perspective. We will examine how ideas about bodies -- both individual bodies and the "body of the nation" -- have mattered in Brazil's history and been expressed through art, literature, and film. We will also analyze how the body features in cultural forms, from Carnival to capoeira, from the "Globeleza" competition to the sensual politics of Anitta and Pablo Vittar, and from indigenous body decoration to disability arts. Moving from the formation of national identity to contemporary culture, we will explore the multiple ways in which bodies are made to matter in Brazil. Rather than proceed in pure chronological order, this course will move dynamically between the past and the present, between different scales of time and space, and between cultural forms and everyday practices. Our materials span disciplines such as cultural studies, anthropology, sociology, and history, offering a broad array of angles from which to understand the significance of bodies in Brazil. We will address a wide range of topics, including slavery and national formation, modernist reimaginings of the social body, gender and sexuality, Brazilian Carnival, violence and incarceration, urban space, indigenous peoples, capoeira, hunger, religion, and the political significance of contemporary Brazilian pop stars.

Credit 3 units. A&S: FYS

L45 LatAm 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the 20th century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L45 LatAm 2119 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

What does it mean to identify as mestizo, moreno, or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

Same as L22 History 2119

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L45 LatAm 301L Historical Methods: Latin American History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301L

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L45 LatAm 3021 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 304 Survey of Brazilian Cultures: Race, Nation and Society

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates, and cooperative learning, and they will involve the use of required bibliography and audiovisual materials.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 305 Survey of Mexican Cultures

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. Prerequisites: none.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 3092 Indigenous Peoples and Movements in Latin America

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L45 LatAm 3093 Anthropology of Modern Latin America

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and

the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L45 LatAm 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas: the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (e.g., architecture, art, ceramics, metals, textiles, plant and animal remains), from the context of everyday life (e.g., households, food production, craft production) to the rituals and ceremonies (e.g., offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Same as L48 Anthro 3095

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

L45 LatAm 310C Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

L45 LatAm 313 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forro, favela protest

theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA,
IS EN: H

L45 LatAm 318 Gender, Sexuality and Power in Brazil

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM
BU: BA, IS

L45 LatAm 319 The Body in Brazil: Race, Representation, Ontologies

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L45 LatAm 321C Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400–1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, firsthand accounts, and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes and, to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: HUM EN: H

L45 LatAm 3220 Modern Mexico

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L45 LatAm 322C Modern Latin America

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L45 LatAm 325 Cultures of Health in Latin America

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive

health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

L45 LatAm 326B Latin American Politics

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.

Same as L32 Pol Sci 326B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L45 LatAm 327 Humans and Others in Latin America: Natures, Cultures, Environments

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS

L45 LatAm 331 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of postcolonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the United States. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students will visit the St. Louis and the Kemper Art Museums. Prerequisite: Span 303 or Span 308E. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L45 LatAm 3354 Ancient Mesoamerica

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

Same as L48 Anthro 3354

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L45 LatAm 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 3549 Art of Mexico

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor.

Same as L01 Art-Arch 3549

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

L45 LatAm 356 Andean History: Culture and Politics

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru — Spain's core South American colony, and the central Andean republics of Ecuador, Peru and Bolivia. Taking a chronological and thematic approach, this course examines pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neo-liberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional and national power relations.

Same as L97 GS 356

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L45 LatAm 364 Anarchism: History, Theory, and Praxis

This course analyzes the origins, historical trajectories, and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies, and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism, and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention will be given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Same as L97 GS 364

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L45 LatAm 382 Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries

Credit 3 units. A&S IQ: HUM, SD EN: H

L45 LatAm 3824 Film and Revolution in Latin America

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students will develop a research project comparing two revolutionary processes over the semester. Prerequisites: L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none. Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 410 Major Seminar

An undergraduate seminar. Topics vary. Prerequisites: Span 307D, Span 308E, and at least two 300-level literature/culture surveys taught in Spanish. In Spanish. Same as L38 Span 410. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L45 LatAm 4107 Latin America and the Rise of the Global South

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India, and we reflect on the changing role, meaning and relationships of the United States in the region. Same as L48 Anthro 4102. Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L45 LatAm 4201 International Relations of Latin America

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and under

what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Same as L97 GS 4201

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L45 LatAm 4231 Contemporary Issues in Latin America

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L45 LatAm 425 Latin American Studies Capstone Project

For LAS majors who are completing a research project as their capstone.

Credit 3 units.

L45 LatAm 4515 Migration and Health

This course explores the complex relationship between migration and health. Topics include the immigrant health paradox; social determinants of health; access to health care; cultural competence in health care; and immigration enforcement and health. This seminar will be taught as an upper-level course intended for advanced sociology majors, advanced sociology minors, and graduate students. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Same as L40 SOC 4515

Credit 3 units. A&S IQ: SSC, SC BU: BA

L45 LatAm 4517 Anthropology and Development

What is "development"? Economic progress for all? A slow and gradual "improvement" in the human condition? Helping people with "projects"? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists — as writers, analysts and theorists — have engaged the theories, meanings, practices and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of

militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

L45 LatAm 457 Gender and Modernity in Latin America

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th century. The course will discuss three particular articulations of this topic: (1) gender and the national question in Argentina: Eva Peron; (2) gender and visual arts: Frida Kahlo; and (3) gender and ethnicity: Rigoberta Menchu. Through these iconic figures, students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social, and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo, and Rigoberta Menchu, the course will utilize literary texts (e.g., speeches, letters, diaries), visual materials (e.g., photography, films, paintings), and critical bibliography.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L45 LatAm 4572 Primitivism and Modernity in Latin America

Credit 3 units. EN: H

L45 LatAm 460 Postmodern Narratives in Latin America

Credit 3 units. A&S IQ: HUM EN: H

L45 LatAm 461 Latin American Cultural Studies: Critical and Theoretical Approaches

The goal of the course is to provide students with critical and theoretical tools that could be used for the analysis of Latin American cultural history from a transdisciplinary perspective, from colonial times to the present. Some of the concepts to be discussed in class are: colonialism and coloniality, national culture, dependency theory, cultural antropofagia, lettered city, miscegenation, heterogeneity, hybridity, transculturation, peripheral modernity, media and mediation, postmodernity, postcoloniality, and collective memory.

Credit 3 units. A&S IQ: HUM EN: H

L45 LatAm 4611 Latin American Populism and Neo-populism

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the 1920s, 1930s–60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics, and outcomes of classical populist and neo-populist governments and parties. Among the notable populist and neo-populist cases examined include: Peronism in Argentina, Velasquismo in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchners in Argentina, and Hugo Chávez

in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics also are explored.

Same as L97 GS 4611

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L45 LatAm 462 Latin America and the West

From the perspective of postcolonial theory, the course covers different aspects related to Latin America's cultural history, from the Discovery to the present. Some of the issues discussed in class are: the colonial encounter; Baroque culture and the emergence of Creole societies in the "New World," the connections between Enlightenment and nationalism, as well as the interweaving of "coloniality" and modernity. Prerequisite: Survey of Latin American Culture or an advanced-level course on Latin America.

Credit 3 units. A&S IQ: HUM EN: H

L45 LatAm 4622 Labor and Labor Movements in Global History

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention is given to Latin American workers and labor movements. In particular, it examines the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Same as L97 GS 4622

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L45 LatAm 463 Seminar on Urban Cultures in Latin America

The course focuses on the key role urban development and urban cultures have had in Latin America, with particular emphasis on contemporary times. The goal of the course is to discuss the connections between the formation and expansion of cities, the definitions of citizenship, and the role of modernity in the development of "high" and "popular" cultures within different historical and geocultural contexts. Particular attention is paid to the issues of race, class and gender. The course, which uses an interdisciplinary and comparative approach, also focuses on the phenomena of marginality, cultural resistance, nationalism and consumerism as well as on the role played by the media in contemporary Latin American societies. Some of the cultural expressions analyzed in the course are music (rock, pop, rap), sports, film and video. Prerequisite: IAS 165C Survey of Latin American Culture.

Credit 3 units. A&S IQ: HUM EN: H

L45 LatAm 4630 Modernity, Culture and the State in Mexico

This course is an advanced seminar on the process of the cultural, ideological and institutional modernization of Mexico. Drawing on readings from fields such as history, cultural anthropology, political sociology and cultural theory, the course

discusses the shaping of various forms of social subjectivity and cultural ideology that sustained the formation and development of the state. The course also engages with the identities and processes that led both to the formation of structures of citizenship and to the contestation of state power. This course is structured chronologically, following the development of three interrelated processes unfolding between 1810 and the present: (1) the creation of state institutions and ideology and their evolution in relationship to events such as the liberal Reforma of the 1850s and the Mexican Revolution; (2) the cultural and social implication of processes of capitalist development, modernization and globalization; and (3) the ways in which Mexico's histories of sociocultural difference led to political and cultural insurgencies and rebellions. This course fulfills the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, L45 305, any other 300-level course with significant focus on Mexico, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L45 LatAm 4631 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture.

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

L45 LatAm 4633 20th-Century Latin American Revolutions

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social, and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to

analyze and compare the causes, processes, and outcomes of the Mexican, Cuban, and Nicaraguan revolutions. The course also analyzes late 20th-century guerrilla movements in El Salvador and Peru.

Same as L97 GS 4633

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L45 LatAm 464 Nation and Desire in Latin America

The purpose of this course is to analyze the process of nation formation in Latin America from the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion encompasses the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar's letters and discourses, selections from *Facundo, Civilization and Barbarism* by Domingo F. Sarmiento; selected texts by Andres Bello, Alfonso Reyes, et al; *Ariel*, by J.E. Rodo; Pedro Henriquez Urena's *Seis ensayos en busca de nuestra expresion*; Jose Vasconcelos' *La raza cosmica*; José Carlos Mariategui's *Siete ensayos de interpretacion de la realidad peruana*; and José Martí's "Nuestra América" and other essays. Some of the main topics discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that are explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) is studied as a political/rhetorical device and as the resulting expression of agency, interest and desire, in peripheral societies.

Credit 3 units. A&S IQ: HUM EN: H

L45 LatAm 465 Cities, Race and Development in Latin America

This course offers a multidisciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic and political tensions. Lectures, readings and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prerequisites: none.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, IS EN: H

L45 LatAm 4650 Latin American Subcultures

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counter culture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L45 LatAm 466 Popular Culture and the Representation of Youth in Latin America

The objective of this course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production in different Latin American countries. The roles of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear, and social inequality in early life. The analysis of films, literary texts, critical studies and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 165D or another Latin American Studies course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L45 LatAm 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges

This course provides an overview to the geographies of development throughout Latin America. We begin by examining a variety of theoretical perspectives, definitions and critiques of "development." We highlight the uneven processes of development at multiple, overlapping scales and the power imbalances inherent in much of development discourse. In the second half of the course we focus our considerations toward specific contemporary trends and development issues, utilizing case studies drawn primarily from Latin America. These themes include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and

gender issues, participatory development, and micro-credit and conditional cash transfers. Students acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America.

Same as L97 GS 4660

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

L45 LatAm 4662 Central American Geographies of Violence

This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence but also thinking relationally about the multiple overlapping scales of activity, both within and beyond the region. The course is divided into three parts. In the first section of the course, we begin with an overview of the foundations for understanding violence in Central America. In addition to covering the physical and human geography of the region, we also delve into various ways of defining violence, with a particular emphasis on how geographers conceptualize violence. In the second section, we delve into various theoretical approaches for understanding the nature of multiple types of violence and draw from historical and contemporary events in Central America. In the third section of the course, we take a closer look at specific case studies in the region, covering topics such as genocide, alcoholism, immigration, gangs, and drug trafficking. Prerequisite: sophomore standing or above.

Same as L97 GS 4662

Credit 3 units. A&S IQ: LCD, SC, SD EN: H

L45 LatAm 467 Constructing the (Racial) Other: From the Colonial Caste System to U.S. Latinos

The goal of this course is to introduce students to categories and concepts related to the questions of race and ethnicity in Latin America, from colonial times to the present. The course also covers U.S. Latinos as a population of Latin American descent that presents particular characteristics connected to the issues of migration, identity politics, reterritorialization, and cultural hybridity. Based on the theoretical and critical study of problems related to colonialism, social classification, miscegenation, whiteness, discrimination, and the like, representative literary and visual materials will be discussed to illustrate the connections between race, social roles, domestic/public spaces, work, democracy and modernization. The issue of race will be analyzed in its multiple articulations to the themes of nationalism, interculturalism, migration, and symbolic representation. This course covers the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, one other class in Latin American studies, or one class on race studies.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L45 LatAm 4691 Citizenship in the Hot Seat. Migration and Borders in Latin America

This course is an introduction to concepts, interpretations, and debates related to different forms of human mobilization across borders, particularly in contemporary Latin America. However, class discussions will expand to other scenarios in order to contextualize the experience and characteristics of migration today. Some of the notions to be analyzed in connection to this topic are freedom of movement, citizenship, inequality, the labor market, borders, territoriality, and national security. Borders will

be studied as material constructions (i.e., walls, wire fences, technological surveillance, funnel systems, and strategies of deterrence) and as conceptual/symbolic representations. In addition to migratory movements, other phenomena such as diaspora, exile, and forced displacements will also be introduced as they have developed in Latin America. Cultural and psychological aspects related to migratory experiences -- such as the role of memory and affect, individual and collective trauma, social effects of deportation, stereotyping, the role of race and gender, and so on -- will also be considered, as they constitute integral aspects of migratory studies. The course will be conducted in English as a combination of lectures, student presentations, and collective discussions of assigned readings. Fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: L45 165D. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS

L45 LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America

The course focuses on the definitions, uses and "languages" of violence in Latin America, particularly during the last decades of the 20th century and the beginning of the 21st century. Students are introduced to philosophical, ethical and political issues related to the existence of "structural" violence and to the problems connected to the symbolic representation of this phenomenon in literature, fictional/documentary films, and visual arts. One of the course's objectives is to problematize the conceptualization of violence and to promote critical thinking about its emergence, significance and effects on local/global societies. Some of the topics analyzed are the body in its multiple manifestations (the body politic, the social body, the individual body, the treatment of the corpse, etc.), the narrativization of violence (violence as discourse, documentation and fictional elaborations, violence and the media, violence and ideology, etc.), violence and the city, citizenry and otherness, bio-politics, etc. Finally, violence is presented in different contexts and associated to different activities (ordinary crime, narco-cultures, maras, political movements, domestic environments) and different situations (e.g., violence in rural areas, violence in the borderlands, violence and migration). In all cases the course calls for a reflection on the interrelations between private/public spheres, gender politics, ideological/aesthetic values, and individual/institutional levels. The role of memory and emotions is emphasized as a crucial element for the construction/mobilization of subjectivity and for the elaboration of agendas that challenge the State's monopoly of legitimate violence and propose alternative and often perverse forms of association and mobilization at the margins of institutional configurations. Credit 3 units. A&S IQ: HUM, LCD EN: H

L45 LatAm 485 Latin American Studies Thesis Preparation

This is the first course in the two-semester thesis for Latin Studies thesis writers. Enrollment requires approval of LASP and the undergraduate director. Credit 3 units.

L45 LatAm 486 Latin American Studies Thesis

This is the second course in the sequence for Latin American Studies thesis writers. Enrollment requires completion of LatAm 485 and permission from LASP and the undergraduate director. Credit 3 units.

L45 LatAm 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies. Same as L22 History 4876. Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L45 LatAm 4885 Advanced Seminar: Medicine, Disease and Empire

This course examines the history of medicine in connection with the politics of colonialism and empire building from the 16th century through the 20th century. Topics covered include epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as Western constructs; tensions between Western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement. Same as L22 History 4885. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L45 LatAm 4926 Contemporary Art of the US-Mexico Border and Beyond

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category — whether public art, sculpture, installation, new media, or performance — using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History. Same as L01 Art-Arch 4926. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

Legal Studies

The Legal Studies minor is an interdisciplinary program that allows students to study the role of law and legal institutions in society.

Students who minor in Legal Studies learn about law in courses from anthropology, economics, history, philosophy, political science and other disciplines. The curriculum emphasizes the forces that shape law and the ways that peoples of different cultures and from different historical periods have used and interpreted the law.

Because Legal Studies is interdisciplinary in nature and offers a variety of courses, each student can design a course of study that addresses their individual needs and interests.

Students may choose to take advantage of internships available in law and government. Legal Studies is an excellent pre-law program. It also prepares students well for other graduate study, as well as for careers in academia, business, politics or social services.

Phone: 314-935-4200
Email: legalstudies@wustl.edu
Website: <https://legalstudies.wustl.edu/>

Faculty

Chair

Frank Lovett (<https://polisci.wustl.edu/people/frank-lovett/>)
Professor
PhD, Columbia University
(Political Science)

Professors

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)
Dunbar–Van Cleve Professor in Arts & Sciences
PhD, University of Chicago
(Anthropology)

Elizabeth K. Borgwardt (<https://history.wustl.edu/people/elizabeth-borgwardt/>)
JD, Harvard University
PhD, Stanford University
(History)

Michael Cannon (<https://ogc.wustl.edu/people/michael-r-cannon/>)
JD, Yale Law School

John Inazu (<https://law.wustl.edu/faculty-staff-directory/profile/john-inazu/>)
Sally D. Danforth Distinguished Professor of Law and Religion
PhD, University of North Carolina at Chapel Hill

Neil Richards (<https://law.wustl.edu/faculty-staff-directory/profile/neil-richards/>)

Koch Distinguished Professor of Law
JD, University of Virginia

Professors Emeriti

David Konig (<https://history.wustl.edu/people/david-konig/>)
PhD, Harvard University
(History and Law)

William R. Lowry (<https://polisci.wustl.edu/people/william-lowry/>)
PhD, Stanford University
(Political Science)

Majors

There is no major available in Legal Studies. Students interested in undergraduate, preprofessional preparation for the study of law should contact the pre-law advisor (<http://artsci.wustl.edu/resources/prelaw-advising/>) in the College of Arts & Sciences, who is available to help plan a course of study and prepare a strategy for students applying for admission to law school.

Minors

The Minor in Legal Studies

Total units required: 18

The minor in legal studies requires six courses (18 graded units), at least three of which must be upper-division (300- or 400-level) courses. Two of the six courses may be drawn from the student's major, but, as in all College of Arts & Sciences programs, they can not be double-counted (i.e., applied to both the major and the minor). The six courses also must be distributed across three of four thematic subject areas. For details, please visit the Legal Studies website (<https://legalstudies.wustl.edu/>) or consult the Director of Legal Studies.

Courses

The following is a list of courses that have been offered in Legal Studies in recent years. Note that some of these courses are not currently offered and that some new courses may also count toward the minor. For a current list of courses in Legal Studies, please visit the Legal Studies website (<https://legalstudies.wustl.edu/>) or contact the Director of Legal Studies.

Visit online course listings to view semester offerings for L84 Lw St (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L84&crslvl=1:4>).

L84 Lw St 105G Logic and Critical Analysis

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and

in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.

Same as L30 Phil 100G

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

L84 Lw St 120A Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

L84 Lw St 126 Ampersand: Law and Society

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 90-minute Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, which is an important part of a general education. The hope is that such knowledge will enable students to better understand and assess current legal events and to develop an increased interest in those events. This course should also enable students to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional 1-credit seminar focusing on contemporary Supreme Court cases. Course is for first-year students in the Law and Society Program only.

Same as L61 FYP 1261

Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 131F Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.

Same as L30 Phil 131F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L84 Lw St 2020 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

Same as L98 AMCS 202

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

L84 Lw St 203B Introduction to Education: Disability Law, Policy, and Institutional Implications

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Same as L12 Educ 203B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 203C Early Political Thought: Text and Tradition

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.

Same as L93 IPH 203C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L84 Lw St 2062 Sophomore Seminar in History

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Same as L22 History 2062

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

L84 Lw St 207 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works — including "The Communist Manifesto," "Imagined Communities," and "Orientalism" — and consider how they have transformed

knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Same as L97 GS 207

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L84 Lw St 207C Modern Political Thought: Text and Tradition

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault. Same as L93 IPH 207C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L84 Lw St 2110 Social Inequality in America

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This course examines these intersecting categories from a sociological perspective -- not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force.

Same as L40 SOC 2110

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 221 Ampersand: Law and Society

This course will be a continuation of the seminar Ampersand: Law and Society. The course will apply knowledge learned in the first semester to analyze current and recent Supreme Court cases. Prerequisites: L61 1261 and admission to the Ampersand: Law and Society course.

Same as L61 FYP 221

Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC BU: BA, HUM EN: S

L84 Lw St 225 Religion and Politics in American History

The United States has been imagined, by turns, as a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. Are there shared national symbols and ideals that have held the country together? Is there a discernible "civil religion" in American public life—a shared faith in freedom, democratic citizenship, and patriotic sacrifice? Or, is there instead a set of competing, irreconcilable visions—say, a white Christian nationalism versus a pluralistic cosmopolitanism? This course examines such issues through a range of speeches and addresses by such generative figures as George Washington, Thomas Jefferson, Frederick Douglass, Abraham Lincoln, Elizabeth Cady Stanton, Franklin Delano Roosevelt, John F. Kennedy, Martin Luther King Jr., Ronald Reagan, Barack Obama, and John McCain. Through

sustained discussion of their canonical speeches, as well as other monuments, rites, and declarations that have hallowed the nation, the class explores what ideals Americans have held sacred.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L84 Lw St 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L84 Lw St 235F Introduction to Environmental Ethics

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice and business obligations. Students also learn some ethical and political theory.

Same as L30 Phil 235F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L84 Lw St 2443 First-Year Seminar: The Nuremberg Trials and International Justice

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively.

The subject of this inquiry will be the Nuremberg trials: the innovations and critiques around the law and politics of the trials themselves as well as the trials' legacies with regard to ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Same as L22 History 2443

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

L84 Lw St 251 Juvenile Justice in the Black Experience

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally,

Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:

BA EN: S

L84 Lw St 260 Game Theory in Science and Culture

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and the humanities. In addition to covering the basic machinery of the theory, the class: participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short-essay exams, and participation.

Same as L32 Pol Sci 260

Credit 3 units. A&S IQ: SSC EN: S

L84 Lw St 263 Linguistics for Legal Purposes

This course exposes students to an array of legal matters in which forensic linguistic science can play a key role. It simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses.

Same as L44 Ling 263

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 299 Undergraduate Internship in Legal Studies

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic advisor and career placement file.

Credit variable, maximum 3 units.

L84 Lw St 3001 Social Theory

An overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive

study of challenging ideas and the application of these ideas in new contexts relevant to modern society. All Sociology majors and minors must complete this core course to fulfill degree requirements.

Same as L40 SOC 3001

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:

BA EN: S

L84 Lw St 3012 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L84 Lw St 301U Historical Methods: United States History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301U

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L84 Lw St 3040 International Law and Politics

What is international law? Does it really constrain governments? If so, how? In this course, we will examine these questions through a mixture of political science and legal theories.

Students will become familiar with the major theories in both disciplines and be introduced to the basic tenets of public international law. Students will also develop basic skills in legal research by reading and briefing cases from international tribunals and through an international law moot court simulation. Enrollment priority given to Global Studies majors.

Same as L97 GS 3040

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L84 Lw St 312 Argumentation

This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types and fallacies. Prerequisites: Writing 1 (Writing 100) and junior standing. A note for students and advisors: when registering refer to WebSTAC for updated information on section times and available seats.

Same as L13 Writing 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L84 Lw St 314W Topics in Composition

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. Consult section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: CWP 100 College Writing 1 and junior standing.

Same as L13 Writing 314

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L84 Lw St 315 Introduction to Social Psychology

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression & altruism, prejudice & stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. Prerequisite: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 3255 The Development of the American Constitution

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.

Same as L32 Pol Sci 3255

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L84 Lw St 330C Culture & Identity: The Voice: Singing Difference in the United States

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering.

Same as L98 AMCS 330C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L84 Lw St 331 Topics in Politics: Theories of Social Justice

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 331

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

L84 Lw St 331F Classical Ethical Theories

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms.

Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.

Same as L30 Phil 331F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L84 Lw St 3325 Constitutional Politics in the United States

This is a topics course in Political Science.

Same as L32 Pol Sci 3325

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L84 Lw St 335S Poverty and the New American City

An exploration of structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and consider their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3350

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 3373 Law and Culture

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Same as L48 Anthro 3373

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

L84 Lw St 340 Topics: Environmental Justice

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 340

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA
EN: S

L84 Lw St 340F Social and Political Philosophy

Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 340F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH,
HUM EN: H

L84 Lw St 3431 Constitutional Law: Institutional Powers and Constraints

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Same as L32 Pol Sci 3431

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 344 Courts and Civil Liberties

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Same as L32 Pol Sci 344

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH,
HUM

L84 Lw St 3441 Defendant's Rights

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Same as L32 Pol Sci 3441

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S

L84 Lw St 345 Issues in Applied Ethics

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include:

reproductive healthcare and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200-level in applied ethics; or permission of the instructor.

Same as L30 Phil 345F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L84 Lw St 3450 The Legislative Process

Structure and behavioral patterns of American legislative bodies. Primary emphasis on the U.S. Congress, with attention to state legislatures for comparative purposes. Representation, internal patterns of influence, and policy-making processes. Prerequisite: junior standing.

Same as L32 Pol Sci 345

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L84 Lw St 346 Philosophy of Law

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 346

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L84 Lw St 3462 The Politics of Privacy in the Digital Age

This course explores the changing nature of privacy in contemporary society.

Same as L32 Pol Sci 3462

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S
UColl: PSA, PSC

L84 Lw St 346J Islamic Law

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Same as L75 JIMES 346

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L84 Lw St 347 Environmental Justice

Environmental quality varies widely across race, class, gender and other forms of social difference. This course explores how and why these differences exist. It provides an overview of the history and foundations of the environmental justice movement in the United States while covering classic environmental justice

issues, such as toxic waste and pollution, along with more recent issues, such as food access, urban green space, transportation and climate change. Environmental justice concerns in St. Louis are featured as part of the course. Class time will be devoted to lectures, case studies, group activities and discussions. Student learning will be assessed through exams, reflection, online assignments, a policy brief on an environmental justice issue and a group presentation.

Same as L82 EnSt 346

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L84 Lw St 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L84 Lw St 3510 The Supreme Court

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3510

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

L84 Lw St 3521 Anthropology of Human Rights

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.

Same as L48 Anthro 3521

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 3522 Topics in Literature: Law and Literature

Topics course which varies by semester.

Same as L14 E Lit 3522

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L84 Lw St 3561 Women and the Law

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.

Same as L77 WGSS 3561

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: ML, SSC

L84 Lw St 358 Law, Politics, and Society

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology) as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives of this course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Same as L32 Pol Sci 358

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 364 Anarchism: History, Theory and Praxis

This course analyzes the origins, historical trajectories, and influence of anarchism from its classical period (1860s - 1930s) until the present. It examines the major personalities, complex ideas, vexing controversies, and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism, and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism, and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom, and social ecology. Special attention will be given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Same as L97 GS 364
Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU:
BA EN: S

L84 Lw St 3670 The Long Civil Rights Movement

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

L84 Lw St 3713 Law in American Life I: English and Colonial Foundations to 1776

Credit 3 units. BU: ETH

L84 Lw St 373 History of U.S. Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS
EN: H

L84 Lw St 3744 Law and History: Colonial Era to Reconstruction

This course analyzes the development of American law and the constitutional system from the colonial era through the era of the Civil War and Reconstruction, beginning with a general theoretical background on the study of legal history. The course concludes with an analysis of the role of law in controversies around the commemoration of the Civil War era.

Same as L22 History 3744
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM
EN: H

L84 Lw St 3866 Interrogating "Crime and Punishment"

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *Crime and Punishment* has inspired diverse artistic responses around the world. From the 19th century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace — or luck — play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays and movies that engage in dialogue with the

Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Same as L97 GS 3866
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:
BA EN: H

L84 Lw St 389 Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Same as L32 Pol Sci 389
Credit 3 units. A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA
EN: S

L84 Lw St 389A Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:
BA EN: S

L84 Lw St 390 Gender Violence

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context of international and domestic political activity. In each area, issues of race, class, culture and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Not open to students who have taken U92 (UCollege) WGSS 363.

Same as L77 WGSS 393
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:
BA EN: S

L84 Lw St 391 History of Political Thought I: Justice, Virtue and the Soul

This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and

students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.

Same as L32 Pol Sci 391

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA
EN: S UColl: ML

L84 Lw St 392 History of Political Thought II: Legitimacy, Equality, and the Social Contract

Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II, "Legitimacy, Equality, and the Social Contract," we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: One previous course in political theory or political philosophy.

Same as L32 Pol Sci 392

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L84 Lw St 393 History of Political Thought III: Liberty, Democracy and Revolution

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress toward one best form of government — capitalist democracy, perhaps, or communism? What forces drive history? We address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors studied include Kant, Hegel, Marx, Tocqueville, John Stuart Mill, and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Same as L32 Pol Sci 393

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 399 Topics in Politics: American Judicial Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 399

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L84 Lw St 4002 Directed Fieldwork in Legal Research

A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Permission of supervising faculty member and director of the program is required.

Credit variable, maximum 6 units. EN: H

L84 Lw St 4013 Negotiating Major Legislation in Congress

This course examines the outcomes of the legislative process in the United States. The first third of the course examines key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process and the uncovered set. The rest of the course examines the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student writes several drafts of a major research project on a major piece of legislation. Each research project examines the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process and the role of party. Prerequisite: Pol Sci 101B.

Same as L32 Pol Sci 4013

Credit 3 units. A&S IQ: SSC, WI EN: S

L84 Lw St 4030 Political Theory of Education

This course explores issues of authority, legitimacy, citizenship, freedom and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Same as L32 Pol Sci 4030

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

L84 Lw St 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L84 Lw St 4080 Voting Rights

This course will study legal concepts of voting rights and election law that impact the ability of citizens to access and participate in the democratic process. It will include the opportunity for students to directly engage in observing, monitoring, or advancing the right to vote during the 2008 elections. Election law changes rapidly and is the subject of legal and political dispute in a number of areas that will affect the franchise during the 2008 elections. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific "right to vote" explicitly stated in the U.S. Constitution,

over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and resulted in social and political change. This course will examine the interplay of law and politics in the right to vote. The course will begin with the study of constitutional foundations, statutory protections and case law. We will then apply these principles to current issues in voting rights, including voter registration, voter identification, provisional ballots, voting machines, access for people with disabilities, felony disenfranchisement, voter suppression and voter fraud. Students will apply this knowledge to voting rights during the 2008 elections through hands-on involvement in voter education, monitoring or advocacy. The course will conclude with an assessment of the current issues in light of observations made by students during the 2008 elections, with an eye toward the advancement of election law and full enfranchisement in the future. The course involves the study of fundamental Supreme Court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional guest visits by election officials, lawyers, legislators, voting rights advocates or others.

Same as L32 Pol Sci 4080

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L84 Lw St 425A Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L84 Lw St 429 Feminist Political Theory

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political

power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.

Same as L77 WGSS 429

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L84 Lw St 440 Religion, Politics, and the University

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (<http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>) to Professor John Inazu.

Same as L57 RelPol 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L84 Lw St 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L84 Lw St 4402 Topics in Political and Social Theory: Constitutionalism

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 4402

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L84 Lw St 461A Intro to Environmental Law

Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment.

Same as L82 EnSt 461

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 4646 Democracy: Theory And Practice

What does it mean to govern democratically? Why value democratic government? What role, if any, should notions of rights, representation, and deliberation play in theorizing about and empirical research into problems of democratic governance? What lessons can we learn about democracy from scholars writing in the traditions of feminist theory and critical race theory? What is the relation between democracy and knowledge? Should democracy extend beyond the boundaries that define the nation-state? Should (some aspects of) the economy be democratized?

During the fall of 2018, we will have the opportunity to ask these and related questions in the context of the U.S. midterm election. We will engage in debates about contemporary democratic theory while we follow developments in the campaigns leading up to the November election.
Same as L32 Pol Sci 4646
Credit 3 units. A&S IQ: SSC EN: S

L84 Lw St 470 Interdisciplinary Topics: The Idea of the Law: Text & Traditions

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.
Same as L93 IPH 470
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L84 Lw St 472 Social Theory and Anthropology

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.
Same as L48 Anthro 472
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

L84 Lw St 487 Topics in American History: Race and Drugs in American History

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.
Same as L22 History 487
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L84 Lw St 4981 Advanced Seminar: Historical Perspectives on Human Rights

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of student's choice.
Same as L22 History 4981

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

Linguistics

At Washington University, the Linguistics program offers an undergraduate major and minor. The core of the Linguistics program focuses on the study of how languages are structured. Students examine how words are built from sounds, how sentences are built from words, and how all of this structure manages to communicate meaning. With a good understanding of these formal properties, students can pursue other questions about language. How does language change over time? Do diverse languages have more in common than meets the eye? What functions does language play in society? What is its relation to thought? What are its biological and psychological underpinnings? And just how do children manage to acquire language so well in the first place?

Linguistics takes a scientific approach to the study of language and develops skills in data analysis and scientific experimental methods. Linguistics students may or may not speak many languages, but they definitely will learn how to collect and analyze data about languages in an effort to answer these questions.

Contact: Brett Hyde
Phone: 314-935-7612
Email: bhyde@wustl.edu
Website: <http://linguistics.wustl.edu>

Faculty

Director

Brett D. Hyde (<http://pages.wustl.edu/bhyde/>)
Associate Professor
PhD, Rutgers University
(Linguistics, Philosophy, Philosophy-Neuroscience-Psychology)

Core Faculty

Matthew Barros (<https://linguistics.wustl.edu/people/matt-barros/>)
Lecturer
PhD, Rutgers University
(Linguistics)

Nicholas Danis (<https://linguistics.wustl.edu/people/nick-danis/>)
Lecturer
PhD, Rutgers University
(Linguistics)

Kristin J. Van Engen (<https://sites.wustl.edu/psychling/>)
Assistant Professor
PhD, Northwestern University
(Linguistics, Psychology)

Participating Faculty

David A. Balota (<http://psychweb.wustl.edu/people/david-balota/>)

Professor
PhD, University of South Carolina
(Psychology, Neurology)

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)

Professor
PhD, University of Illinois at Urbana-Champaign
(Romance Languages and Literatures)

John Baugh (<https://anthropology.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(Anthropology, Education, English, Psychology)

Jonathan Peelle (<http://jonathanpeelle.net/>)

Research Assistant Professor
PhD, Brandeis University
(Otolaryngology)

Mitchell S. Sommers (<https://psych.wustl.edu/people/mitchell-sommers/>)

Professor
PhD, University of Michigan
(Psychology)

Rebecca Treiman (<https://artsci.wustl.edu/faculty-staff/rebecca-treiman/>)

Burke and Elizabeth High Baker Professor of Child Developmental Psychology
PhD, University of Pennsylvania
(Psychology)

Gerhild Williams (<https://sites.wustl.edu/gerhildscholzwilliams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
PhD, University of Washington, Seattle
(German)

Emeritus Faculty

Brett Kessler (<http://spell.psychology.wustl.edu/bkessler.html>)

PhD, Stanford University

Majors

The Major in Linguistics

Total units required: 30 units, at least 24 of which must be from courses at the 300 level or higher

Required courses: 18 units

Code	Title	Units
Ling 170D	Introduction to Linguistics	3
Ling 309	Syntactic Analysis	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Ling 313	Phonological Analysis	3
Ling 317	Introduction to Computational Linguistics	3
Total Units		18

Elective courses: 12 units

Students select 12 units from the courses listed below. At least 9 units must be at the 300 level or higher. At most 6 units may be drawn from Ling 499, Ling 500, and cross-listed courses that are not home-based in the Linguistics program.

Code	Title	Units
Ling 148	First-Year Seminar: The Linguistics of Constructed Languages	3
Ling 225D	Latin and Greek in Current English	3
Ling 258	Methods in Linguistic Research	3
Ling 263	Linguistics for Legal Purposes	3
Ling 315	Morphology	3
Ling 320	Historical and Comparative Linguistics	3
Ling 339	Introduction to Sociolinguistics	3
Ling 340	Linguistic Pragmatics	3
Ling 341	Linguistic Diversity in the United States	3
Psych 358	Language Acquisition	3
Ling 396	Linguistics Seminar	3
Ling 396W	Linguistics Seminar: Writing Intensive	3
Ling 408	Psychology of Language	3
Ling 427	Computation and Learnability in Linguistic Theory	3
Ling 466	Second Language Acquisition	3
Ling 495	Senior Seminar in Linguistics: Metrical Stress Theory	3
Ling 499	Independent Work For Senior Honors	3-6
Ling 500	Independent Study	1-6

Under certain circumstances, students may count toward their major a limited number of relevant courses not listed here. Such circumstances include study abroad and preparation for a specialized capstone. A specific plan of study must be worked out in advance with the director of the Linguistics program.

Language requirement: Majors should normally have foreign language competency equivalent to one year of study at the college level. Classes taken to fulfill this requirement do not normally count toward the 30 total units required for the major.

Additional Information

Capstone: Primary majors must complete a capstone project. This will normally be done during the senior year while taking Ling 320, Ling 495, Ling 499, or Ling 500. Students wishing to count Ling 500 for their capstone need to have their independent studies approved in advance by the director of the Linguistics program.

Senior Honors: Students with a university grade-point average of 3.65 or higher and a linguistics GPA of 3.65 or higher at the end of their junior year may apply to enter the honors program by submitting a proposal for a senior thesis. If admitted into the program, the student registers for 3 units of Ling 499 during each semester of the senior year. The student must complete the thesis and pass an oral defense by the middle of March of the senior year.

Minors

The Minor in Linguistics

Total units required: 15 units, at least 9 of which must be from courses at the 300 level or higher

Required course: 3 units

Code	Title	Units
Ling 170D	Introduction to Linguistics	3

Elective courses: 12 units

At least 6 units must come from the following list:

Code	Title	Units
Ling 309	Syntactic Analysis	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Ling 313	Phonological Analysis	3
Ling 317	Introduction to Computational Linguistics	3

The remaining elective units may be drawn from any course acceptable as an elective for the major.

Courses

Visit online course listings to view semester offerings for L44 Ling (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L44&crslvl=1:4>).

L44 Ling 148 First-Year Seminar: The Linguistics of Constructed Languages

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: HUM Art: HUM BU: HUM EN: S

L44 Ling 170D Introduction to Linguistics

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax) and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

L44 Ling 225D Latin and Greek in Current English

An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language.

Same as L08 Classics 225D

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L44 Ling 258 Methods in Linguistic Research

This course will introduce students to a range of formal, computational, and experimental tools for conducting linguistic research. Students will learn about different types of linguistic data, experimental design, and statistical techniques in the context of research in general linguistics, psycholinguistics and sociolinguistics. This course aims to make students more capable readers of linguistic research (and scientific research more generally) and to provide them with hands-on experience in employing linguistic research methods. The course will also serve as an introduction to R for statistical computing. The class is intended for freshman and sophomore students who are considering advanced study in the linguistics program.

Prerequisite: Ling 170D.

Credit 3 units. A&S IQ: SSC, AN EN: S

L44 Ling 263 Linguistics for Legal Purposes

This course exposes students to an array of legal matters in which forensic linguistic science can play a key role. It simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L44 Ling 301G Symbolic Logic

In the first half of the course, we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course, we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course

continues on where Phil 100 leaves off. It is recommended for students who have already taken that introductory course or for students who already have a strong background in mathematics. Priority given to majors in philosophy and PNP.
Same as L30 Phil 301G
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

L44 Ling 306G Philosophy of Language

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.
Same as L30 Phil 306G
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L44 Ling 309 Syntactic Analysis

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics discussed include phrase structure, transformations, case theory, thematic roles and anaphora. Assignments help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or 440, or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 311 Introduction to Semantics

Semantics is the branch of linguistics that studies how speakers assign meaning to words, sentences and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 312 Phonetics

Phonetics is the study of the sounds of the languages of the world. The primary goal of the course is to learn how speech sounds are produced, so that the student can describe them in articulatory terms, write them out in a standard notational system, and produce them accurately. Other topics include a basic introduction to the acoustics of speech and the use of personal computers to display, analyze and synthesize human speech. The course should prove useful to students desiring a deeper understanding of one of the fundamental underpinnings

of linguistics, but also has practical applications in such fields as foreign language learning and the appreciation and acquisition of new dialects and accents. Prerequisite: Ling 170D or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 313 Phonological Analysis

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course explores phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics discussed include phonological features, lexical phonology, prosodic morphology, tone and metrical stress. Assignments help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or 440, or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L44 Ling 315 Morphology

Concepts covered: morphemic analysis and investigation of morphological processes. Additional topics may include relationship of morphology to language-typology and to syntax. Prerequisite: Ling 170D, or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 317 Introduction to Computational Linguistics

Use of computers to analyze, understand and generate human language. Emphasis on appreciating practical applications such as text analysis; search and creation of dictionaries and corpora; information retrieval; machine translation; and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisites: Ling 170D or permission of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L44 Ling 320 Historical and Comparative Linguistics

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax) and meaning (semantics). Topics include linguistic universals; the structural and genetic classification of languages; the techniques of reconstructing proto-languages; and the causes of language change. Examples from Indo-European languages (for example, Greek, English and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized. Prerequisite: Ling 170D.
Credit 3 units. A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

L44 Ling 339 Introduction to Sociolinguistics

Studies of language in social context are presented, including research related to diglossia, bilingualism, pidginization, creolization and dialectology. Discourse analyses and conversational analyses of face-to-face conversation are examined in methodological and analytical terms. Beyond assigned readings, critical discourse analyses, the ethnography of speaking, the sociology of language, and accommodation theory are also considered. Students are required to develop a course project related to one or more studies of language in use. Experimental studies of sociophonetics and sociohistorical linguistics are presented during lectures to demonstrate advanced interdisciplinary research with potential educational and legal relevance. Prerequisite: Ling 170D.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 340 Linguistic Pragmatics

Discourse analysis and pragmatics are the subfields of linguistics that investigate language as it is used in real-life contexts.

The focus of this course is on the following question: What do people do with language, and how do they do it? One goal is to demonstrate how the results of such investigations are relevant for a number of concrete problems in human communication. Some of the more specific questions we will explore are as follows: What distinguishes discourse analysis and pragmatics from each other? What is their relation to the other branches of linguistics? How can the two fields contribute to the establishment of a paradigm for interdisciplinary and intercultural studies? Prerequisite: Ling 170D or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 341 Linguistic Diversity in the United States

Linguistic diversity has always existed within the United States, and this course begins with a survey of many of the indigenous Native American languages that existed prior to European colonization. The emphasis of this course is linguistic research, as we examine diverse studies of language across the nation with respect to regional differences, racial and ethnic differences, historical differences, and differences in education and economic status. American bilingualism is explored, as are many of the dialects that have evolved in different parts of the nation. Students study a range of sophisticated linguistic analyses of language diversity in different parts of the United States at different points in the nation's history. The culmination of the course explores practical linguistic applications in legal and educational contexts. Prerequisites: Ling 170D and some familiarity with elementary statistics.

Credit 3 units. A&S IQ: SSC, SC, SD BU: BA EN: S

L44 Ling 3701 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Same as L38 Span 370

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L44 Ling 390 Linguistics Service Learning I

Because language is fundamental to human communication, differences in language can present particularly difficult barriers to learning. Taking classes in a language that is not your native language, for example, presents special challenges both to students and their teachers. For speakers of nonstandard dialects, taking classes in a standard dialect presents subtler — and in some ways, even more difficult — challenges. This course provides students with a concrete understanding of the practical difficulties arising from linguistic differences and helps them discover ways in which these difficulties can be addressed. In particular, students are expected to devote two hours per week tutoring local K-12 students and to keep a journal focusing on their experiences from a linguistic perspective. Students will be expected to attend weekly meetings with faculty and community partners to relate challenges that they have encountered and to discuss possible solutions. Students will also receive training on how to better understand and serve under-sourced and diverse populations. Prerequisite: at least two 300-level courses in Linguistics or permission of the instructors.

Credit 3 units. A&S IQ: SSC BU: HUM EN: S

L44 Ling 391 Linguistics Service Learning II

Linguistics Service Learning II meets with Linguistics Service Learning I, but it requires completion of additional written assignments. Prerequisite: Ling 390.

Credit 3 units. A&S IQ: SSC BU: HUM EN: S

L44 Ling 396 Linguistics Seminar

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation and writing. Prerequisite: varies with topic.

Credit 3 units. A&S IQ: SSC EN: S

L44 Ling 396W Linguistics Seminar: Writing Intensive

Readings on a selected topic in theoretical linguistics, with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: HUM EN: S

L44 Ling 408 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B. Same as L33 Psych 433

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L44 Ling 427 Computation and Learnability in Linguistic Theory

This course introduces the advanced linguistics or computer science student to the fields of learnability and computation as they apply to the study of linguistic theories and natural language. Topics covered include the formal language hierarchy,

including the subregular languages; issues in the learnability of phonology, morphology, and syntax; and algorithms specific to constraint-based linguistic grammars. Prerequisites: either CS 130 or Ling 317 and at least one of the following: Ling 309, Ling 311, Ling 313, or Ling 315.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L44 Ling 466 Second Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Credit 3 units. A&S IQ: HUM EN: H

L44 Ling 4691 Second Language Reading and Writing: Theory, Research and Practice

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. Same as L38 Span 4691

Credit 3 units. A&S IQ: SSC EN: S

L44 Ling 478 Topics in Linguistics

Meets with designated linguistics course, but with additional writing and research required for graduate credit and certification.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L44 Ling 495 Senior Seminar in Linguistics: Metrical Stress Theory

The Senior Seminar affords students an opportunity to integrate the various fields of linguistics. Readings, discussions and presentations let students address issues that combine the content and the research methods of areas such as phonetics, phonology, morphology, syntax, diachrony and semantics. Students have individual projects within the scope of the semester's particular topic, but the class as a whole helps in choosing, developing and refining the treatment. This course

fulfills the requirement for a senior capstone for primary majors in linguistics. It is the normal option for students who wish to take the capstone as a regular class rather than as sponsored independent study.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L44 Ling 499 Independent Work For Senior Honors

Prerequisites: senior standing and permission of the Linguistics program.

Credit variable, maximum 6 units.

Mathematics and Statistics

Mathematics has always held a central position in the liberal arts, and over time it has also come to play an important role in more and more aspects of our lives. Mathematical analysis and modeling are involved in many areas far beyond the traditional association of mathematics with the physical sciences and engineering. This fact is reflected in the diversity of the students who study at least some mathematics during their time at Washington University — students who recognize the importance of quantitative skills in a world that becomes more and more technological.

Students major in mathematics for many reasons. Some are planning academic careers in mathematics or statistics that involve teaching or research. Others plan to work as actuaries or at other jobs in industry or government. Some plan careers in secondary education. Many majors do not intend to become "mathematicians" at all but simply realize that quantitative training is a valuable asset in many kinds of careers; often, work in mathematics or statistics is meant to complement their study in other areas. Still other majors just view mathematics as an interesting concentration in their liberal arts education, even though they plan to enter professional fields such as medicine or law.

The Mathematics and Statistics program gives majors and minors a broad introduction to the subject. Majors choose among several tracks to complete their study; these tracks add different emphases to their programs and reflect individual interests or professional goals. Majors are encouraged to complete additional work (perhaps even a minor or a second major) in other related areas.

Phone: 314-935-6301
Email: mathadvising@wustl.edu
Website: <http://math.wustl.edu>

Faculty Chair

John Shreshian (<https://math.wustl.edu/people/john-shreshian/>)

PhD, Rutgers University
Algebraic and topological combinatorics

Directors

José Figueroa-López (<https://math.wustl.edu/people/jose-e-figueroa-lopez/>)

Director of Undergraduate Studies
Professor of Mathematics and Statistics
PhD, Georgia Institute of Technology
Statistics; probability and stochastic processes; mathematical finance

Gregory Knese (<https://math.wustl.edu/people/gregory-knese/>)

Director of Graduate Studies
Associate Professor of Mathematics and Statistics
PhD, Washington University
Complex function theory; operators; harmonic analysis

Endowed Professors

Soumendra Lahiri (<https://math.wustl.edu/people/soumendra-lahiri/>)

Stanley A. Sawyer Professor
PhD, Michigan State University
Mathematical statistics and data science

John E. McCarthy (<https://math.wustl.edu/people/john-e-mccarthy/>)

Spencer T. Olin Professor of Mathematics
PhD, University of California, Berkeley
Analysis; operator theory; one and several complex variables

Rachel Roberts (<https://math.wustl.edu/people/rachel-roberts/>)

Elinor Anheuser Professor of Mathematics
PhD, Cornell University
Low-dimensional topology

Professors

Quo-Shin Chi (<https://math.wustl.edu/people/quo-shin-chi/>)

PhD, Stanford University
Differential geometry

Renato Feres (<https://math.wustl.edu/people/renato-feres/>)

PhD, California Institute of Technology
Differential geometry; dynamical systems

José Figueroa-López (<https://math.wustl.edu/people/jose-e-figueroa-lopez/>)

PhD, Georgia Institute of Technology
Statistics; probability and stochastic processes; mathematical finance

Matthew Kerr (<https://math.wustl.edu/people/matthew-kerr/>)

PhD, Princeton University
Algebraic geometry; Hodge theory

Steven G. Krantz (<https://math.wustl.edu/people/steven-g-krantz/>)

PhD, Princeton University
Several complex variables; geometric analysis

Nan Lin (<https://math.wustl.edu/people/nan-lin/>)

PhD, University of Illinois at Urbana-Champaign
Statistics

N. Mohan Kumar (<http://math.wustl.edu/people/n-mohan-kumar/>)

PhD, Bombay University
Algebraic geometry; commutative algebra

Xiang Tang (<https://math.wustl.edu/people/xiang-tang/>)

PhD, University of California, Berkeley
Symplectic geometry; noncommutative geometry; mathematical physics

Brett Wick (<https://math.wustl.edu/people/brett-wick/>)

PhD, Brown University
Complex analysis; harmonic analysis; operator theory; several complex variables

Mladen Victor Wickerhauser (<https://math.wustl.edu/people/mladen-victor-wickerhauser/>)

PhD, Yale University
Harmonic analysis; wavelets; numerical algorithms for data compression

Associate Professors

Roya Beheshti Zavareh (<https://math.wustl.edu/people/roya-beheshti-zavareh/>)

PhD, Massachusetts Institute of Technology
Algebraic geometry

Jimin Ding (<https://math.wustl.edu/people/jimin-ding/>)

PhD, University of California, Davis
Statistics

Francesco di Plinio

PhD, Indiana University Bloomington
Harmonic analysis; partial differential equations

Gregory Knese (<https://math.wustl.edu/people/gregory-knese/>)

PhD, Washington University
Complex function theory; operators; harmonic analysis

Todd Kuffner (<https://math.wustl.edu/people/todd-kuffner/>)

PhD, Imperial College London
Statistics; likelihood; asymptotics; econometrics

Debashis Mondal (<https://math.wustl.edu/people/debashis-mondal/>)

PhD, University of Washington
Statistics

Ari Stern (<https://math.wustl.edu/people/ari-stern/>)
PhD, California Institute of Technology
Geometric numerical analysis; computational mathematics

Assistant Professors

Aliakbar Daemi (<https://math.wustl.edu/people/aliakbar-daemi/>)
PhD, Harvard University
Gauge theory; low-dimensional topology; symplectic geometry

Laura Escobar Vega (<https://math.wustl.edu/people/laura-escobar-vega/>)
PhD, Cornell University
Combinatorics and algebraic geometry

Steven Frankel (<https://math.wustl.edu/people/steven-frankel/>)
PhD, University of Cambridge
Geometric topology and dynamics

Wanlin Li (<https://math.wustl.edu/people/wanlin-li/>)
PhD, University of Wisconsin–Madison
Number theory and arithmetic geometry

Robert Lunde (<https://math.wustl.edu/people/robert-lunde/>)
PhD, Carnegie Mellon University
Statistical network analysis, time series, resampling methods, high-dimensional statistics

Martha Precup (<https://math.wustl.edu/people/martha-precup/>)
PhD, University of Notre Dame
Applications of Lie theory to algebraic geometry and the related combinatorics

Donsub Rim (<https://math.wustl.edu/people/donsub-rim/>)
PhD, University of Washington
Applied mathematics

Yanli Song (<https://math.wustl.edu/people/yanli-song/>)
PhD, Pennsylvania State University
Noncommutative geometry; symplectic geometry; representation theory

Professors Emeriti

Lawrence Conlon (<https://math.wustl.edu/people/lawrence-conlon/>)
PhD, Harvard University
Differential topology

Ron Freiwald (<https://math.wustl.edu/people/ron-freiwald/>)
PhD, University of Rochester
General topology

Gary R. Jensen (<https://math.wustl.edu/people/gary-r-jensen/>)
PhD, University of California, Berkeley
Differential geometry

Robert McDowell (<https://math.wustl.edu/people/robert-mcdowell/>)
PhD, Purdue University
General topology

Richard Rochberg
PhD, Harvard University
Complex analysis; interpolation theory

Jack Shapiro (<https://math.wustl.edu/people/jack-shapiro/>)
PhD, City University of New York
Algebraic K-theory

Edward Spitznagel (<https://math.wustl.edu/people/edward-spitznagel/>)
PhD, University of Chicago
Statistics; statistical computation; application of statistics to medicine

Edward N. Wilson (<https://math.wustl.edu/people/edward-n-wilson/>)
PhD, Washington University
Harmonic analysis; differential geometry

David Wright (<https://math.wustl.edu/people/david-wright/>)
PhD, Columbia University
Affine algebraic geometry; polynomial automorphisms

William Chauvenet Postdoctoral Lecturers

Michael Landry (<http://math.wustl.edu/people/michael-landry/>)
PhD, Yale University
Low-dimensional geometry and topology

Andrew Walton Green (<https://math.wustl.edu/people/andrew-walton-green/>)
PhD, Clemson University
Harmonic analysis and partial differential equations

Ben Wormleighton (<https://math.wustl.edu/people/ben-wormleighton/>)
PhD, University of California, Berkeley
Algebraic and symplectic geometry

Postdoctoral Lecturers

Shuhao Cao (<https://math.wustl.edu/people/shuhao-cao/>)
PhD, Purdue University
Numerical PDF and optimization

Humberto Diaz (<https://math.wustl.edu/people/humberto-diaz/>)
PhD, Duke University
Algebraic geometry

Rudy Rodsphon (<https://math.wustl.edu/people/rudy-rodsphon/>)

PhD, Vanderbilt University
Noncommutative geometry

Senior Lecturer

Abigail Jager (<https://math.wustl.edu/people/abigail-jager/>)

PhD, University of Chicago
Statistics and causal inference

Lecturers

Silas Johnson (<https://math.wustl.edu/people/silas-johnson/>)

PhD, University of Wisconsin-Madison
Algebraic number theory; arithmetic statistics

Karl Schaefer (<https://math.wustl.edu/people/karl-schaefer/>)

PhD, University of Chicago
Algebraic number theory

Associate Director of Undergraduate Studies

Blake Thornton (<https://math.wustl.edu/people/blake-thornton/>)

PhD, University of Utah
Geometric topology

Program Coordinator

Lisa M. Kuehne (<https://math.wustl.edu/people/lisa-kuehne/>)

Program Coordinator, University College & Center for Advanced Learning
AM Mathematics, Washington University
Undergraduate mathematics education

Majors

Requirements for All Majors

Total units required: 12 units

- The three-course calculus sequence (9 units)* and an introductory computer science course (3 units)**:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
CSE 131	Introduction to Computer Science	3
Total Units		12

* AP credit can be applied, and students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.

** This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

The Major in Mathematical Sciences

Total units required: 24 units of upper-level courses, including the following:

Code	Title	Units
Math 309	Matrix Algebra	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3

- One of the following full-year 400-level sequences*:

Code	Title	Units
Math 4111 & Math 4121	Introduction to Analysis and Introduction to Lebesgue Integration	6
Math 4171 & Math 4181	Topology I and Topology II	6
Math 429 & Math 430	Linear Algebra and Modern Algebra	6
Math 449 & Math 450	Numerical Applied Mathematics and Topics in Applied Mathematics	6
Math 494 & Math 439	Mathematical Statistics and Linear Statistical Models	6

* Students whose primary major is secondary education may fulfill this requirement by taking Math 302 Elementary Geometry from an Advanced Point of View and Math 331 Algebraic Systems.

- At least one course from the following list (that has not already been used to fulfill any of the previous requirements listed):

Code	Title	Units
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4171	Topology I	3
Math 429	Linear Algebra	3

Math 434	Survival Analysis	3
Math 4351	Number Theory and Cryptography	3
Math 439	Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3

The Major in Mathematics

Total units required: 30 units of upper-level courses, including the following:

Code	Title	Units
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 416	Complex Variables	3
Math 4171	Topology I	3
At least one of the following:		
Math 407	An Introduction to Differential Geometry	3
Math 415	Partial Differential Equations	3
Math 4181	Topology II	3
Math 4351	Number Theory and Cryptography	3

The Major in Applied Mathematics

Total units required: 30 units of upper-level courses, including the following:

Code	Title	Units
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
At least two of the following:		
Math 410	Introduction to Fourier Series and Integrals	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4351	Number Theory and Cryptography	3

The Major in Statistics

Total units required: 30 units of upper-level courses, including the following:

Code	Title	Units
Math 309	Matrix Algebra	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 439	Linear Statistical Models	3
Math 459	Bayesian Statistics	3
or Math 475	Statistical Computation	

- At least two probability or statistics courses at the 400 level or above

The Major in Mathematics and Computer Science

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1291) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1109) in addition to the specific requirements listed below.

Core Course Requirements

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
or CSE 240	Logic and Discrete Mathematics	
Math 309	Matrix Algebra	3

Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or ESE 326	Probability and Statistics for Engineering	
CSE 347	Analysis of Algorithms	3
Total Units		27

Electives

Eight upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three course must be taken from Math.
- Up to two preapproved courses from outside both departments can be selected.
- CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3

CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3
CSE 559A	Computer Vision	3
CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3

Mathematics and Statistics

Code	Title	Units
Math 350	Dynamical Systems and Chaos	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 420	Experimental Design	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 434	Survival Analysis	3
Math 4351	Number Theory and Cryptography	3
Math 439	Linear Statistical Models	3
Math 444	The Mathematics of Quantum Theory	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 4601	Statistical Learning	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 470	Analytic Combinatorics	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3

ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

The Major in Mathematics and Economics

Required courses:

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or Math 493	Probability	
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
Total Units		33

Elective courses:

Majors must complete seven electives, with three in each discipline and one from either department.

In Economics:

One of the three electives can be any economics course with Econ 4011 or Econ 4021 as a prerequisite, including from an approved study abroad program. The other two economics electives must come from the following list:

Code	Title	Units
Econ 404	Behavioral Economics and Experimental Economics	3
Econ 407	Market Design	3
Econ 410	Macroeconomics of Inequality	3
Econ 4151	Applied Econometrics	3
Econ 429	Decision Under Risk and Time	3
Econ 435	Open Economy Macroeconomics	3
Econ 437	The Economics of Financial Intermediation	3
Econ 452	Industrial Organization	3
Econ 460	Urban Economics	3
Econ 467	Game Theory	3
Econ 471	Development Economics	3
Econ 477	Topics in Financial Economics	3
Econ 480	Labor Economics	3
Econ 484	Computational Macroeconomics	3

- With instructor permission, students may use any of the following for economics elective credit: Econ 501, Econ 502, Econ 503, Econ 504, Econ 511, or Econ 513.
- Econ 413 may be taken from an approved study abroad program. Consult with Academic Coordinator Dorothy Petersen in the Department of Economics for more information.

In Mathematics:

For Mathematics, the electives can come from the following list:

Code	Title	Units
Math 410	Introduction to Fourier Series and Integrals	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3
Math 439	Linear Statistical Models	3
Math 4392	Advanced Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 461	Time Series Analysis	3

Math 462	Mathematical Foundations of Big Data	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3

Advising, Questions, and Further Considerations:

- Students may declare a prime or a second major in Math + Economics via L24 (Math) or L11 (Econ), and that will determine their major advisor.
- It is possible to earn the Certificate in Financial Economics in conjunction with this major (prime or second).
- It is possible to graduate with Latin Honors or with “English” honors. Students should refer to the departments’ websites or consult with either Professor Blake Thornton (bthornton@wustl.edu) in the Department of Mathematics and Statistics or Academic Coordinator Dorothy Petersen (dottie@wustl.edu) in the Department of Economics for more information.
- Substitutions for mathematics courses and study abroad approval for mathematics courses will be determined by the Department of Mathematics and Statistics.
- Substitutions for economics courses and study abroad approval will be determined by Academic Coordinator Dorothy Petersen in the Department of Economics.
- Substitutions for CSE 131 are subject to approval by the McKelvey School of Engineering.

The Bachelor of Science in Data Science

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Science in Data Science (BSDS) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1291) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1109) in addition to the specific requirements listed below.

Data Science Core Requirements (CR)

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 3211	Statistics for Data Science I	3
Math 4211	Statistics for Data Science II	3
Math 439	Linear Statistical Models	3
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
CSE 217A	Introduction to Data Science	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning (or Math 4601 Statistical Learning)	3
Total Units		36

Data Science Technical Electives

Four courses from Mathematics & Statistics or Computer Science & Engineering can be chosen from an approved list, with the following caveats:

- At least one course from Mathematics & Statistics (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

List of Approved Data Science Technical Electives

Computer Science and Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3

CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

Mathematics and Statistics

Code	Title	Units
Math 322	Biostatistics	3
Math 420	Experimental Design	3
Math 434	Survival Analysis	3
Math 4392	Advanced Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 461	Time Series Analysis	3
Math 4601	Statistical Learning (Cannot be double-counted in CR)	3
Math 462	Mathematical Foundations of Big Data	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3
Math 5047	Geometry/Topology III: Differential Geometry	3
Math 5061	Theory of Statistics I	3
Math 5062	Theory of Statistics II	3
Math 5071	Linear Statistical Models Grad	3
Math 5072	Advanced Linear Models II	3

Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 427	Financial Mathematics	3

Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

List of EPR Course Options

Code	Title	Units
Engr 330	Amplifying Cyberdiversity: Real Humans in Virtual Spaces	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1
Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3
Engr 520P	Presentation Skills for Scientists and Engineers	2
CSE 359A	Signals, Data and Equity (Cannot be double-counted as an Elective)	3
CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
MSB 512	Ethics in Biostatistics and Data Science	2

Practicum Requirement

- 3 units of an **approved comprehensive data science project or experience**. A practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.

- Appropriate practicum work is possible via Independent Study (CSE 400E or Math 400) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
- Contact Maria Sanchez (smaria@wustl.edu) in the CSE department office or the Math department office to initiate the approval process.

Notes to All Majors in Mathematics and Statistics

1. Upper-level mathematics courses are those with course numbers that begin with a "3" or higher (e.g., Math 3200). Lower-level courses do not count toward upper-level mathematics requirements, even if they are cross-listed as an upper-level course in another department or program. For example, if Math 2200 were cross-listed by another department as 3XXX, then registering for that 3XXX course would not satisfy an upper-level mathematics requirement.
2. All required courses (both lower- and upper-level courses) must be completed with a grade of C- or better.
3. Math 318 and Math 308 cannot both be used to fulfill major requirements.
4. Courses transferred from other accredited colleges and universities with department approval can be counted, with the following caveats:
 - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
 - b. At least half the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
 - c. Courses from University College cannot be used to fulfill major requirements.
5. At most 3 units of independent study or research work can count toward the major requirements.
6. No **upper-level** course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
7. Certain approved substitutions are found on the Department of Mathematics and Statistics webpage (<https://math.wustl.edu/major-and-minor-details/>). However, in all cases, at most one substitution can be used that involves a course not home-based in the department.
8. A student may declare at most one major or minor in any department. This includes joint majors such as Mathematics and Computer Science and Mathematics and Economics.
9. At most 3 units from a different department at WashU can count toward the major requirements.

Additional Information

Additional Requirements

- All mathematics majors must take Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. There are other ways to fulfill this requirement, including AP credit and Math 203 Honors Mathematics I-Math 204 Honors Mathematics II. Some students may obtain a waiver if they took similar courses before coming to Washington University.
- All required courses must be completed with a letter grade of C- or better.
- University College courses cannot be counted toward major requirements.
- No double-counting of upper-level courses with other majors or minors is allowed.
- At most 3 units for independent study or research work can count toward the major requirements.
- At most 3 units from a different department at Washington University can count toward the major requirements.
- Courses transferred from other accredited colleges and universities can be counted toward a major or minor with departmental approval.
- At least half of the upper-level credits required in a mathematics major or minor program must be fulfilled by Department of Mathematics and Statistics courses taken at Washington University or in Washington University–approved overseas study programs.
- A student cannot declare more than one major or minor in the department. This includes joint majors such as Mathematics and Economics, Mathematics and Computer Science, and Data Science. These majors count as in the department even if they are declared in another department.

Course Substitutions

At most one approved substitution can be made using a course not home-based in the Department of Mathematics and Statistics. Please note the policy that at most one course from a different department at Washington University can count toward a major or minor.

- ESE 326 can be taken in place of Math 3200. ESE 326 and Math 3200 cannot both count toward a major or minor.
- Any course from another department that is cross-listed as a mathematics L24 course can count as an upper-level elective. Examples include L24 501C, L24 440C, and L24 403C. Such L24 courses always end with a "C."

- The following courses can count as upper-level mathematics electives:
 - L30 Phil 401, Phil 403, and Phil 404
 - Econ 4151 (this course can count as a statistics elective)
 - ESE 319, ESE 403, and E35 ESE 411

Courses in Probability and Statistics

The major and minor in statistics require electives in probability and statistics. Below is the list of allowed such courses:

- Math 3200 Elementary to Intermediate Statistics and Data Analysis*
- Math 3211 Statistics for Data Science I*
- Math 322 Biostatistics
- Math 420 Experimental Design
- Math 434 Survival Analysis
- Math 439 Linear Statistical Models
- Math 4392 Advanced Linear Statistical Models
- Math 459 Bayesian Statistics
- Math 460 Multivariate Statistical Analysis
- Math 461 Time Series Analysis
- Math 462 Mathematical Foundations of Big Data
- Math 475 Statistical Computation
- Math 493 Probability
- Math 494 Mathematical Statistics
- Math 495 Stochastic Processes
- Math 496: Topics In Statistics

* Math 3200 and Math 3211 cannot both be counted toward a major.

Distinctions in Mathematical Sciences, Mathematics, Applied Mathematics and Statistics

Distinction

- Complete at least 33 units of upper-level mathematics and/or statistics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, then the courses with the lowest grades can be omitted when computing GPA for this purpose.
- Complete at least five courses, each with a B or better, at level 400+.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses, each with a grade of B+ or better, at the 400 level or higher. These can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.

- Complete one of the two paths described below:

- **Graduate Qualifier Path:** Graduate qualifier courses in mathematics and statistics are two-semester sequences that start in the fall. In mathematics, a two-semester graduate qualifier sequence has a qualifier exam at the end of each semester. In statistics, a two-semester sequence has a qualifier exam only at the end of the sequence in spring.

Students must complete and pass one of the following:

- a. Two semesters of qualifier courses* and their corresponding exams in mathematics (These courses can involve a single year-long sequence or be the first semesters of two different sequences.)
 - b. One full-year qualifier course sequence* and its corresponding exam in statistics
- **Course Work Path:**

1. Complete at least 42 units of upper-level mathematics and/or statistics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, then the courses with the lowest grades can be omitted when computing GPA for this purpose.
2. Complete at least nine total courses at the 400 level or above, all with a B+ or better. These can include the five courses taken for distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

* These qualifier courses can count toward the additional course requirements for Distinction.

Distinctions in Mathematics and Computer Science

Distinction

- For Distinction in Mathematics and Computer Science, a student must take an additional two electives, for a total of 10 electives.
- The student's GPA in the 10 electives must be at least 3.7. If the student takes additional courses that satisfy these requirements, then the courses with the lowest grades may be omitted when calculating GPA for this purpose.
- The student must complete at least four courses from the list of approved courses, each with a grade of B or better. These courses can be in either department (i.e., Mathematics and Statistics or Computer Science & Engineering). The list of courses will be maintained by both departments. Current approved courses include the following:
 - Math 4111, Math 4351, Math 429, Math 439, Math 4392, Math 449, Math 450, Math 456, Math 459, Math 461, Math 475, Math 494, Math 470, Math 4111, Math 4121, Math 4171, Math 4181
 - CSE 411A, CSE 416A, CSE 417T, CSE 427S, CSE 442T, CSE 447T, CSE 468T, CSE 511A, CSE 513T, CSE 514A, CSE 515T, CSE 516A, CSE 517A, CSE 518A, CSE 541T, CSE 543T, CSE 544T, CSE 546T, CSE 554A, CSE 581T, CSE 587A
- All of the above courses must be classroom courses (not independent study).

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Mathematics and Statistics or Computer Science & Engineering).

Highest Distinction

- Complete the requirements for High Distinction.
- Complete one of the two options described below:
 - **Qual Option:** Complete two semesters of graduate course work and qualifier exams in the Department of Mathematics and Statistics, as described above for Highest Distinction for mathematics and statistics majors.
 - **Course Option:** Complete three additional electives, for a total of 13. As with Distinction, the student's GPA in the 13 electives must be at least 3.7, and additional courses beyond 13 can be disregarded when calculating the GPA. The 13 electives must include at least eight courses selected from the list under Distinction, each with a grade of B+ or better. At least two of these eight courses must be from each department (Mathematics and Statistics and Computer Science & Engineering).

Latin Honors

At the time of graduation, the Department of Mathematics and Statistics will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, each of which requires an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences mathematics and statistics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of results.

Types of Projects

An honors thesis can take three forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A project in mathematical or applied statistics that involves an in-depth analysis of a large data set. To do an honors thesis involving data analysis, it is usually necessary to have completed Math 3200-Math 493-Math 494 by the end of the junior year and to have the ability to work with statistical software such as SAS, R, or Python.
3. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes. Recipients are recognized at an annual awards ceremony in April, where they each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. From 1936 through the 1960s, Middlemiss authored several books, including a widely popular calculus text that was used in University College courses until the late 1970s.

Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Each year, the department considers for this award students in any major track, but especially those with strengths in probability or statistics.

Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics and Statistics selects for this prize distinguished junior(s) majoring in mathematics and statistics.

Minors

The Minor in Mathematics

Units required: 27

Required courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or Math 429	Linear Algebra	

Math 310	Foundations for Higher Mathematics (or any 400-level course with Math 310 or Math 310W as a prerequisite)	3
or Math 310W	Foundations for Higher Mathematics with Writing	
Three additional upper-level electives (any 300- or 400-level course in the Department of Mathematics & Statistics)		9
Total Units		27

The Minor in Statistics

Units required: 27

Required courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or Math 429	Linear Algebra	
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or Math 494	Mathematical Statistics	
Three upper-level statistics electives chosen from the list below		9
Total Units		27

Statistics electives:

Code	Title	Units
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
Math 322	Biostatistics	3
Math 420	Experimental Design	3
Math 434	Survival Analysis	3
Math 439	Linear Statistical Models	3
Math 4392	Advanced Linear Statistical Models	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3
Math 496	Topics in Statistics	3

Additional Information

1. All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.
2. Math 318 and Math 308 cannot both be used to fulfill minor requirements.
3. Courses transferred from other accredited colleges and universities with department approval can be counted, with the following caveats:
 - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
 - b. At least 6 of the upper-level units required in a minor must be earned at Washington University or in a Washington University–approved overseas study program.
 - c. Courses from University College cannot be used to fulfill minor requirements.
4. No upper-level course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
5. At most one approved upper-level course from another department may be used for the upper-level courses for the minor. Approved substitutions can be found on the Majors tab (p. 856) of this Bulletin page.

Courses

Visit online course listings to view semester offerings for L24 Math (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L24&crslvl=1:4>).

L24 Math 100 Foundations for Calculus

A limited enrollment class for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric and algebraic viewpoints. A variety of approaches are used to present the material. Prerequisites: two years of high school algebra and a course in geometry (or the equivalent). Credit 3 units. A&S IQ: NSM

L24 Math 1011 Introduction to Statistics

Basic concepts of statistics. Data collection (sampling, designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: two years of high school algebra. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 109 Mathematics and Music

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between

intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: two years of high school algebra, and trigonometry.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 131 Calculus I

Derivatives of algebraic, trigonometric and transcendental functions, techniques of differentiation, Mean Value Theorem, applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high-school algebra and precalculus, including trigonometry.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 131E Calculus I Extended

Math 131E covers the same content as Math 131 but includes the additional review of precalculus concepts integrated throughout the semester. It is aimed at students whose precalculus skills are not yet fully developed. By the end of this course, students should be ready to enroll in Math 132.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 132 Calculus II

Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, Taylor polynomials and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 139A Real Mathematical Applications: Solving Problems with Calculus I

The purpose of this course is to show how mathematics can solve real-world problems and how calculus dramatically expands the range of problems that can be tackled. Each class will be devoted to the analysis of some problems, which may include dimensional analysis, the mathematics of convoys, Fibonacci numbers, fractals, linear regression, Euclid's algorithm, Stein's algorithm, network capacities, Braess's paradox, Galton's approach to surnames, how genes spread through populations, and the SIR model of infectious diseases. The first few classes will not use differentiation. Course enrollment preference is given to first-year students. Corequisite: Math 131.

Credit 1 unit. A&S: FYO Arch: NSM Art: NSM

L24 Math 203 Honors Mathematics I

This is the first half of a one-year calculus sequence for first year students with a strong interest in mathematics with an emphasis on rigor and proofs. The course begins at the beginning but assumes the students have already studied the material from a more "mechanical" view. Students who complete both semesters will have completed the material Calc III and other topics that may let them move through the upper-level math curriculum more quickly. Sets, functions, real numbers, and methods of proof. The Riemann-Darboux integral, limits and continuity,

differentiation, and the fundamental theorems of calculus. Sequences and series of real numbers and of functions. Vector spaces and linear maps. Prerequisite: Score of 5 on the AP Calculus Exam, BC version, or the equivalent. Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 204 Honors Mathematics II

Matrices, linear systems, and determinants. Eigenvalues and eigenvectors, diagonalization, and the spectral theorem. Scalar and vector fields, differential and integral calculus of several variables, and the fundamental theorems of Green, Gauss, and Stokes. Restricted to first year students who have completed Math 203 in the fall semester. Math 204 can replace Math 233 in major/minor requirements. Credit 4 units. A&S IQ: NSM, AN Arch: NSM

L24 Math 217 Differential Equations

Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods, numerical solutions. Prerequisite: Math 233 (or Math 233 concurrently). Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 220 Finite Mathematics

Topics from discrete mathematics will be explored with an emphasis on problem-solving and methods of proofs. Modules on counting; combinatorial tools; binomial coefficients and Pascal's triangle; Fibonacci numbers; combinatorial probability; integers, divisors and primes; and graphs will be covered as well as additional topics as time permits. Addressed mainly to college freshmen and sophomores; it would also be suitable to advanced high school students with an interest in mathematics. Prerequisites: A good understanding of high school mathematics. Credit 3 units. A&S IQ: NSM, AN Arch: NSM

L24 Math 2200 Elementary Probability and Statistics

An elementary introduction to statistical concepts, reasoning and data analysis. Topics include statistical summaries and graphical presentations of data, discrete and continuous random variables, the logic of statistical inference, design of research studies, point and interval estimation, hypothesis testing, and linear regression. Students will learn a critical approach to reading statistical analyses reported in the media, and how to correctly interpret the outputs of common statistical routines for fitting models to data and testing hypotheses. A major objective of the course is to gain familiarity with basic R commands to implement common data analysis procedures. Students intending to pursue a major or minor in mathematics or wishing to take 400-level or above statistics courses should instead take Math 3200. Prerequisite: Math 131. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 233 Calculus III

Multivariable calculus. Topics include differential and integral calculus of functions of two or three variables: vectors and curves in space, partial derivatives, multiple integrals, line integrals, vector calculus at least through Green's Theorem. Prerequisite: Math 132 or a score of 4-5 on the Advanced Placement Calculus Exam (BC version). Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 2331 Calculus III Enhanced

An enriched treatment of the topics of Math 233, designed for students with a strong background in differential and integral calculus and serious interest in mathematics. Not offered concurrently with Math 201. Students with credit for 2331 cannot also receive credit for 233 or 201. Prerequisite: score of 5 on Advanced Placement calculus BC, or permission of instructor. Credit 4 units. A&S IQ: NSM Art: NSM

L24 Math 302 Elementary Geometry from an Advanced Point of View

A rigorous modern treatment of Euclidean geometry and an introduction to non-Euclidean geometry. Prerequisite: Math 310 or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 308 Mathematics for the Physical Sciences

Continuation of Math 233 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisite: Math 233 and 217, or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L24 Math 309 Matrix Algebra

An introductory course in linear algebra that focuses on Euclidean n-space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces. Prerequisite: Math 132. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 310 Foundations for Higher Mathematics

Introduction to the rigorous techniques used in more advanced mathematics. Topics include postpositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems and in other areas such as elementary number theory, combinatorial arguments and elementary proofs in analysis. Prerequisite: Math 233. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 310W Foundations for Higher Mathematics with Writing

This course introduces the rigorous techniques used in more advanced mathematics. Topics include basic logic, set theory, methods of proof and counterexamples, foundations of mathematics, construction of number systems, counting methods, combinatorial arguments and elementary analysis. At least three papers will be required, with at least one revision. Prerequisite: Math 233. Credit 3 units. A&S IQ: NSM, WI

L24 Math 312 Differential Equations and Dynamical Systems

Qualitative theory of ordinary differential equations. Picard's existence and uniqueness theorem, the phase plane, Poincare-Bendixon theory, stationary points, attractors and repellers, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 318 Introduction to Calculus of Several Variables

Selected topics for functions of several variables involving some matrix algebra and presented at a level of rigor intermediate between that of Calculus III and higher-level analysis courses. Students may not receive credit toward a mathematics major or minor for both Math 308 and 318. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 3200 Elementary to Intermediate Statistics and Data Analysis

An introduction to probability and statistics. Major topics include elementary probability, special distributions, experimental design, exploratory data analysis, estimation of mean and proportion, hypothesis testing and confidence, regression, and analysis of variance. Emphasis is placed on development of statistical reasoning, basic analytic skills, and critical thinking in empirical research studies. The use of the statistical software R is integrated into lectures and weekly assignments. Required for students pursuing a major or minor in mathematics or wishing to take 400-level or above statistics courses. Prerequisite: Math 132. Though Math 233 is not essential, it is recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 3211 Statistics for Data Science I

Credit 3 units. A&S IQ: NSM, AN

L24 Math 322 Biostatistics

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisites: Math 3200, or a strong performance in Math 2200 and permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 331 Algebraic Systems

Polynomials, binomial expansions, factoring, rings (integers and polynomials), unique factorization, and other topics relevant to the high school curriculum. Designed for future secondary school teachers and other students looking for a course in algebra at a less abstract level than Math 430. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 350 Topics in Applied Mathematics

Topics change with each offering of the course. Past topics have included "Mathematics and Multimedia," "The Mathematics and Chemistry of Reaction-Diffusion Systems", "Mathematical Biology," and "Simulation Analysis of Random Processes" and "Introduction to Monte Carlo Methods." Prerequisites will vary, but always include at least Math 233, Math 309 and basic programming skills in some language.

Credit 3 units. A&S IQ: NSM Art: NSM

L24 Math 370 Introduction to Combinatorics

Basics of enumeration (combinations, permutations and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory and introductory graph theory. As time permits, additional topics may include Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods in combinatorics. Prerequisites: Math 132, 309 and 310, or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 371 Graph Theory

Introduction to graph theory including the basic definitions and theorems and some more advanced topics that drive much current research in graph theory: Ramsey's Theorem, random graph theory and, if time permits, Szemerédi's regularity lemma. Graphs are studied as abstract objects; however, graph theory is also of interest to applied mathematicians because graphs are natural models for networks (social, electric). Prerequisite: Math 310 or a roughly equivalent course, or permission of instructor. Students should know what a proof is and how to produce one. Some informal understanding of probability is helpful, but students need not have taken a probability course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 407 An Introduction to Differential Geometry

A study of properties of curves and surfaces in 3-dimensional Euclidean space. The course is essentially a modern recounting of a seminal paper of Gauss. Prerequisites: Math 233, Math 309, Math 310.

Credit 3 units. A&S IQ: NSM

L24 Math 410 Introduction to Fourier Series and Integrals

The basic theory of Fourier series and Fourier integrals including different types of convergence are introduced, along with their applications to certain differential equations. Prerequisites: Math 233, Math 309, and Math 310.

Credit 3 units. A&S IQ: NSM

L24 Math 411 Introduction to Analysis

The real number system and the least upper-bound property; metric spaces (completeness, compactness and connectedness); continuous functions (in \mathbb{R}^n ; on compact spaces; on connected spaces); $C(X)$ (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 4121 Introduction to Lebesgue Integration

Riemann integration; measurable functions; measures; Lebesgue measure; the Lebesgue integral; integrable functions; L^p spaces; modes of convergence; decomposition of measures; product measures. Prerequisite: Math 4111 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 415 Partial Differential Equations

This course presents an introduction to the theory of PDEs, with applications to selected classical problems in physics and engineering. Other topics include linear and quasilinear first-order equations, the derivation of some of the classical PDEs of physics, and standard solution techniques for boundary and initial value problems. Preliminary topics such as orthogonal functions, Fourier series, and variational methods are introduced as needed. Prerequisites: Math 217, Math 309, and Math 310, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 416 Complex Variables

Topics include analytic functions, elementary functions and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, and conformal mapping and applications. Prerequisites: Math 310 plus Math 318 or Math 4111, or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

L24 Math 4171 Topology I

An introduction to the most important ideas of topology. Course includes necessary ideas from set theory, topological spaces, subspaces, products and quotients, compactness and connectedness. Some time is also devoted to the particular case of metric spaces (including topics such as separability, completeness, completions, the Baire Category Theorem, and equivalents of compactness in metric spaces). Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S IQ: NSM

L24 Math 4181 Topology II

A continuation of Math 4171 featuring more advanced topics in topology. The content may vary with each offering. Prerequisite: Math 4171, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 420 Experimental Design

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: CSE 131 or 200, Math 3200, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 4211 Statistics for Data Science II

This builds on the foundation from the first course (SDS I) and further develops the theory of statistical hypotheses testing. It also covers advanced computer intensive statistical methods, such as the Bootstrap, that will make extensive use of R. The emphasis of the course is to expose students to modern statistical modeling tools beyond linear models that allow for

flexible and tractable interaction among response variables and covariates/feature sets. Statistical modeling and analysis of real datasets is a key component of the course. Prerequisites: SDS I and Math 439 (Concurrent enrollment in Math 439 is fine).

Credit 3 units. A&S IQ: NSM, AN

L24 Math 429 Linear Algebra

This course is an introduction to the linear algebra of finite-dimensional vector spaces. It includes systems of equations, matrices, determinants, inner product spaces, and spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite, but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. (Material on these topics in early chapters of the text will be covered very quickly.)

Credit 3 units. A&S IQ: NSM Art: NSM

L24 Math 430 Modern Algebra

This course introduces groups, rings, and fields as well as permutation groups, group and ring homomorphisms, field extensions, and connections with linear algebra. Prerequisites: Math 310 and Math 429, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 434 Survival Analysis

Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry. Prerequisites: CSE 131 or 200, Math 309 and 3200, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

L24 Math 4351 Number Theory and Cryptography

The course covers many of the basics of elementary number theory, providing a base from which to approach modern algebra, algebraic number theory and analytic number theory. It also introduces one of the most important real-world applications of mathematics, namely the use of number theory and algebraic geometry in public key cryptography. Topics from number theory involve divisibility (Euclidean algorithm, primes, Fundamental Theorem of Arithmetic), congruences (modular arithmetic, Chinese Remainder Theorem, primality testing and factorization). Topics from cryptography include RSA encryption, Diffie-Hellman key exchange and elliptic curve cryptography. Topics about algebraic numbers may be included if time permits. Prerequisites: Math 233, 309 and 310 (or permission of instructor).

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 436 Algebraic Geometry

This course provides an introduction to affine and projective algebraic varieties, the Zariski topology, regular and rational mappings, simple and singular points, divisors and differential forms, genus, and the Riemann-Roch theorem. Prerequisites: Math 310, Math 429, and Math 430, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 439 Linear Statistical Models

Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective, and use of the computer (mostly R) to analyze data will be emphasized. Prerequisite: CSE 131 or 200, Math 3200 and a course in linear algebra (such as Math 309 or 429), or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 4392 Advanced Linear Statistical Models

Review of basic linear models relevant for the course; generalized linear models including logistic and Poisson regression (heterogeneous variance structure, quasilikelihood); linear mixed-effects models (estimation of variance components, maximum likelihood estimation, restricted maximum likelihood, generalized estimating equations), generalized linear mixed-effects models for discrete data, models for longitudinal data, optional multivariate models as time permits. The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized models. Prerequisites: Math 439 and a course in linear algebra (such as Math 309 or 429), or consent of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 444 The Mathematics of Quantum Theory

An introduction to the mathematical foundations of quantum theory aimed at advanced undergraduate/beginning graduate students in Mathematics and Engineering, although students from other disciplines are equally welcome to attend. Topics include: the mathematical postulates of quantum theory and simple physical systems, spectral theory of self-adjoint operators, rudiments of Lie groups, Lie algebras and unitary group representations, elements of quantum probability and quantum information theory. Prerequisites: Linear algebra at the level of Math 429 or equivalent, multivariate calculus at the level of Math 318, and basic probability theory at the undergraduate level such as Math 493 or instructor's permission. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 449 Numerical Applied Mathematics

Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: CSE 200 or CSE 131 (or other computer background with permission of the instructor); Math 217 and Math 309. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 450 Topics in Applied Mathematics

Topic may vary with each offering of the course. Prerequisites: CSE 131 (or 200) and Math 449, or permission of the instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 456 Topics in Financial Mathematics

An introduction to the principles and methods of financial mathematics, with a focus on discrete-time stochastic models. Topics include no-arbitrage pricing of financial derivatives, risk-neutral probability measures, the Cox-Ross-Rubenstein and Black-Scholes-Merton options pricing models, and implied volatility. Prerequisites: Math 233, Math 3200, Math 310 or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 459 Bayesian Statistics

Introduces the Bayesian approach to statistical inference for data analysis in a variety of applications. Topics include: comparison of Bayesian and frequentist methods, Bayesian model specification, choice of priors, computational methods such as rejection sampling, and stochastic simulation (Markov chain Monte Carlo), empirical Bayes method, hands-on Bayesian data analysis using appropriate software. Prerequisites: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience such as CSE 131 is also helpful (consult with the instructor). Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 460 Multivariate Statistical Analysis

A modern course in multivariate statistics. Elements of classical multivariate analysis as needed, including multivariate normal and Wishart distributions. Clustering; principal component analysis. Model selection and evaluation; prediction error; variable selection; stepwise regression; regularized regression. Cross-validation. Classification; linear discriminant analysis. Tree-based methods. Time permitting, optional topics may include nonparametric density estimation, multivariate regression, support vector machines, and random forests. Prerequisite: multivariable calculus (Math 233), linear or matrix algebra (Math 429 or Math 309), multivariable-calculus-based probability and mathematical statistics (Math 493, Math 494) and linear models (Math 439). Prior knowledge of R at the level introduced in Math 439 is assumed. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 461 Time Series Analysis

Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap confidence intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software. Prerequisites: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience may also be helpful (consult with the instructor). Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 462 Mathematical Foundations of Big Data

Mathematical foundations of data science. Core topics include: probability in high dimensions; curses and blessings of dimensionality; concentration of measure; matrix concentration inequalities. Essentials of random matrix theory. Randomized numerical linear algebra. Data clustering. Depending on time and interests, additional topics will be chosen from: compressive sensing; efficient acquisition of data; sparsity; low-rank matrix recovery. Divide, conquer and combine methods. Elements

of topological data analysis; point cloud; Cech complex; persistent homology. Selected aspects of high-dimensional computational geometry and dimension reduction; embeddings; Johnson-Lindenstrauss; sketching; random projections. Diffusion maps; manifold learning; intrinsic geometry of massive data sets. Optimization and stochastic gradient descent. Random graphs and complex networks. Combinatorial group testing. Prerequisite: multivariable calculus (Math 233), linear or matrix algebra (Math 429 or 309), and multivariable-calculus-based probability and mathematical statistics (Math 493-494). Prior familiarity with analysis, topology, and geometry is strongly recommended. A willingness to learn new mathematics as needed is essential.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 475 Statistical Computation

Introduction to modern computational statistics. Pseudo-random number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Prerequisite: Math 233, 309, 493, 494 (not concurrently); acquaintance with fundamentals of programming in R.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 493 Probability

This course involves mathematical theory and the application of probability at the advanced undergraduate level; it is a calculus-based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. Prerequisite: Math 233 or permission of instructor. Math 310 is recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 494 Mathematical Statistics

This course introduces the theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student's t-distribution and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Prerequisites: CSE 131 or CSE 200, Math 3200 and Math 493, or permission of instructor. Math 310 is recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 495 Stochastic Processes

The content of this course varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion, and stochastic integrals. Prerequisites: Math 233 and Math 493, or permission of instructor. Math 310 is recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L24 Math 4971 Topics in Mathematics: Stochastic Differential Equations

Credit 3 units.

Medical Humanities

The minor in medical humanities draws on courses from a variety of departments and programs, including art history, classics, history, languages and literature, music, philosophy, and gender and sexuality studies. The minor is housed in the Washington University Center for the Humanities.

The minor approaches health, disease and medical care as culturally embedded human experiences that vary across time and place. In addition to exploring health, disease and medical care as core human experiences, the program of study is designed to provide a solid grounding in the textual-historical approach essential to all humanities scholarship. The minor combines disciplinary diversity with thematic unity to engage students with a set of tightly related "big" topics and issues. These include the contested meanings of health and disease; the ethical dimensions of medicine; illness narratives; debates over health and development; the role of medicine in war, empire and nation building; the relationship between religion and medicine; exchange and friction between biomedicine and other healing traditions; and the burden of disease as it relates to gender, race and class.

Medical Humanities aspires to instill the values shared by all humanities disciplines: to appreciate multiple worlds and viewpoints, to communicate clearly and gracefully, and to read and think critically. Students will emerge from the minor able to apply the insights and critical methods of literature, philosophy, history and the arts to subjects often left solely to the natural and social sciences. Its goal is to demonstrate the enduring relevance of humanistic inquiry to understanding a basic realm of human experience.

Contact:	Wendy Love Anderson
Phone:	314-935-9523
Email:	andersonwl@wustl.edu
Website:	https://humanities.wustl.edu/medical-humanities-minor

Faculty

Director

Rebecca Messbarger (<https://rl.wustl.edu/people/rebecca-messbarger/>)

Professor

PhD, University of Chicago

(Italian)

Academic Coordinator

Wendy Love Anderson (<https://humanities.wustl.edu/people/wendy-love-anderson/>)

Assistant Director of Academic Programs
PhD, University of Chicago
(Center for the Humanities)

Faculty Advisory Committee

Jennifer Arch (<https://english.wustl.edu/people/jennifer-arch/>)

Teaching Professor
PhD, Washington University in St. Louis
(English)

Elisabeth Brander (<https://becker.wustl.edu/using-the-library/staff-directory/profile/brandere/>) (*ex officio*)

Director, Center for the History of Medicine
Head of Rare Books, Becker Medical Library
MA and MLS, University of Maryland
(Center for the History of Medicine)

Amy Eisen Cislo (<https://wgss.wustl.edu/people/amy-eisen-cislo/>)

Senior Lecturer
PhD, Washington University in St. Louis
(Women, Gender, and Sexuality Studies)

Lionel Cuillé (<https://rll.wustl.edu/people/lionel-cuill%C3%A9/>)

Teaching Professor
Director of French Connexions and "France for the Pre-Med Program in Nice"
PhD, Ecole Normale Supérieure LSH
(French)

Patricia Olynyk (https://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk/)

Florence and Frank Bush Professor of Art
MFA, California College of the Arts
(Sam Fox School of Design and Visual Arts)

Anya Plutynski (<https://philosophy.artsci.wustl.edu/people/anya-plutynski/>)

Associate Professor
Director of Graduate Studies, Philosophy
PhD, University of Pennsylvania
(Philosophy; Philosophy-Neuroscience-Psychology)

Christina Ramos (<https://history.wustl.edu/people/christina-ramos/>)

Assistant Professor
PhD, Harvard University
(History)

Luis Salas (<https://classics.wustl.edu/people/luis-alejandro-salas/>)

Assistant Professor
PhD, University of Texas at Austin
(Classics)

Corinna Treitel (<https://history.wustl.edu/people/corinna-treitel/>)

Professor
PhD, Harvard University
(History)

Geoff Ward (<https://afas.wustl.edu/people/geoff-k-ward/>)

Professor
PhD, University of Michigan
(African and African American Studies)

Majors

Medical humanities is an interdepartmental minor; Washington University does not offer an independent major in medical humanities.

Minors

The Minor in Medical Humanities

Total units required: 18

At least one gateway course (3 units) is required for the minor. These include the following:

Code	Title	Units
History 1640	Health and Disease in World History	3
MedH 130	The Art of Medicine	3
MedH 151	First-Year Seminar: Stories of Medicine	3
MedH 233F	Biomedical Ethics	3

An additional 15 units of Medical Humanities courses are required to complete the minor: At least 12 of these units must be core courses, designated by the "CFH MH" attribute, whereas the remaining 3 credits can come from either the core or affiliate lists shown below. At least 9 units of core courses must be at the 300 level or above. Core courses include the gateway courses, as well as the following:

Code	Title	Units
MedH 214	Medical French	3
MedH 247	First-Year Seminar: Global Health in the Francophone World	3
MedH 248	Religion, Health, and Wellness in Modern America	3
MedH 3001	Philosophy of Medicine	3
MedH 301R	Historical Methods — European History (when offered as "The Black Death and the Plague in Europe")	3

MedH 3031	Music and Healing	3
MedH 3033	Religion and Healing	3
MedH 3041	Making Sex and Gender: Understanding the History of the Body	3
MedH 3044	Humors, Pox, and Plague: Medieval and Early Modern Medicine	3
MedH 3067	Current Topics in the History of Medicine	3
MedH 307	Writing and Medicine	3
MedH 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
MedH 3141	The Racial and Sexual Politics of Public Health	3
MedH 316	Contemporary Women's Health	3
MedH 353	Medical Spanish	3
MedH 360	Trans* Studies	3
MedH 366	Art and the Mind-Brain	3
MedH 3672	Medicine, Healing and Experimentation in the Contours of Black History	3
MedH 375	Medical Narratives, Narrative Medicine	3
MedH 3801	Ancient Greek and Roman Medicine	3
MedH 385	What is Medical Humanities?	3
MedH 391W	Literature and Medicine	3
MedH 39SM	Women and Crime in the Evolution of American History	3
MedH 399	Independent Work in Medical Humanities	-3
MedH 408	Disease, Madness, and Death Italian Style	3
MedH 414	Gender, Religion, Medicine, and Science	3
MedH 418	Sexuality and Gender in East Asian Religions (when offered as "The Body in Daoism")	3
MedH 420	Nature, Technology, and Medicine in Korea	3
MedH 4601	Historical Racial Violence: Legacies & Reckonings	3
MedH 4647	Ancient Madness	3
MedH 468	Topics in French Literature: Disability Studies, Before "Disability"	3
MedH 471	Galen's "On Prognosis": A Social History of Medicine in Second- Century Rome	3
MedH 474	Frankenstein: Origins and Afterlives	3

MedH 4881	Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean	3
MedH 4885	Advanced Seminar: Medicine, Disease, and Empire	3
MedH 491	Staging Illness	3
MedH 4990	Advanced Seminar: History of the Body	3
History 49CJ	Advanced Seminar: Medicine on the Frontiers	3
MedH 495	PNP Seminar (when offered as "Mental Health & Mental Illness: Philosophical Questions")	3

Core courses must also be drawn from at least two of seven different disciplinary categories: Classics & Art History; History; Languages/Literature/Culture; Medicine, Race and Ethnicity; Performing Arts & Music; Philosophy & Religious Studies; and Women, Gender, and Sexuality Studies. (The interdisciplinary "What is Medical Humanities?" course [MedH 385] can count toward any of these disciplinary categories.) Core courses may require additional prerequisites within their home departments or programs.

Up to 3 units of affiliate courses from complementary disciplines in the sciences and social sciences (designated by the "CFH MHA" attribute) may be applied to the minor. These include but are not limited to the following:

Code	Title	Units
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3620	Anthropological Perspectives on the Fetus	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 4033	Culture, Illness and Healing in Asia	3
LatAm 325	Cultures of Health in Latin America	3
Psych 399	Living, Dying, and Death: A Biopsychosocial Approach to Understanding the End of Life	3
SOC 2510	Sociological Approaches to American Health Care	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
SOC 4511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3

Additional Information

While our gateway and core courses are generally listed under the L85 MedH designation, the most up-to-date list of medical humanities courses and medical humanities affiliate courses can be found by searching Washington University Course Listings for the "CFH MH" and "CFH MHA" attributes or by consulting the course requirements (<https://humanities.wustl.edu/medical-humanities-minor-requirements/>) online.

Courses

For a comprehensive overview of Medical Humanities courses in any given semester, please search the course listings (<https://acadinfo.wustl.edu/Courselistings/Semester/Search.aspx>) for the CFH MH (Medical Humanities) and CFH MHA (Medical Humanities: Affiliate) attributes. Courses offered from other Washington University schools (including University College) do not appear in the L85 listing, and neither do our affiliate courses.

Visit online course listings to view semester offerings for L85 MedH (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L85&crslvl=1:4>).

L85 MedH 130 The Art of Medicine

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only.
Same as I60 BEYOND 130
Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 1640 Health and Disease in World History

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors — from religious beliefs and dietary practices to inequality, poverty, empire, and war — in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.
Same as L22 History 1640
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L85 MedH 214 Medical French

In this introductory course to the "Français Professionnel de la Santé" track (French for Medical Professionals), students will be exposed to medical terminology and practices as well as to health-related issues in France and the Francophone world (Quebec, Haiti, West and North Africa). Using an interactive approach based on real life situations, students will learn to perform various medical tasks such as writing a prescription, advising a patient, or presenting a humanitarian project to potential donors. Medical vocabulary and pre-professional oral and written expression will be enhanced throughout the course. Students will acquire the necessary tools to perform their tasks, preparing them for further coursework in the FPS track, the Diplôme de français professionnel de la santé, and the France for the Pre-Med study abroad program in Nice. Prereq: Fr 203D or equivalent (this class can replace Fr 204D).
Same as L34 French 214
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L85 MedH 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.
Same as L30 Phil 233F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L85 MedH 247 First-Year Seminar: Global Health in the Francophone World

Taught in English. This small-group seminar is devoted to the reading and study of other texts, such as films, paintings, and so on, as well as discussion and writing. Topics vary but have an interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of instructor. Does not substitute for any other French course.
Same as L34 French 247
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM EN: H

L85 MedH 248 Religion, Health, and Wellness in Modern America

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry.
Same as L57 RelPol 248
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L85 MedH 3001 Philosophy of Medicine

Philosophy of Medicine is an investigation into what doctors know and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science? If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How should we measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences or between medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, behavioral science)? What role, if any, should private industry (e.g., the pharmaceutical industry, the health insurance industry) play in shaping the practice of medicine? How should we define and measure "effectiveness" in medicine? Do values inform decision making about health policy, and, if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine through the critical analysis of texts and case studies in the history of medicine. Students do not need a background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals and to philosophy and science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate course work; students should consult the instructor for details.

Same as L30 Phil 3001

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L85 MedH 301R Historical Methods — European History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301R

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L85 MedH 3031 Music and Healing

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, postcolonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Same as L27 Music 3031

Credit 3 units. A&S IQ: LCD BU: BA EN: H

L85 MedH 3033 Religion and Healing

This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.

Same as L23 Re St 3033

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L85 MedH 3041 Making Sex and Gender: Understanding the History of the Body

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we will consider the changing historical perception of the body. The intersection of gender, race and class will factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course will also provide an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken L77 204. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L85 MedH 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 3067 Current Topics in the History of Medicine

Mental health — its diagnosis, social implications, and experience — is a central and increasingly visible part of the practice of medicine. This course explores "madness." How have different societies explained and responded to states of mind, behavior, and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the pre-modern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race, and mental health.

Same as L22 History 3067

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L85 MedH 307 Writing and Medicine

Same as L13 Writing 307

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 310 From Hysteria to Hysterectomy: Women's Health Care in America

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L85 MedH 3141 The Racial and Sexual Politics of Public Health

Race and sexuality have long been concerns of public health. From hygienic campaigns against Mexican immigrants in early-1900s California to the 1991 quarantine of Haitian refugees with HIV at Guantanamo Bay, race and sexuality have proven crucial to how society identifies health and, by extension, determines who is fit to be a citizen. This interdisciplinary course interrogates the intersections of race, sexuality, and medicine, discussing how each domain has been constitutive of the other in the American context. Via feminist and queer theorizing, we will examine the political and economic factors under which diseases, illnesses, and health campaigns have impacted racial and sexual minorities over the last two centuries. An orienting question for the course is the following: How has the state wielded public health as a regulatory site to legitimize perceived racial differences and to regulate ostensible sexual deviations? Through primary and secondary sources, we will likewise explore the various forms of "health activism" undertaken by these very same targeted populations. Themes to be addressed will include the medicalization of racial and sexual difference; activism both in and against health institutions; and the roles of race, class, gender, sexuality, and disability in contemporary health issues. Case studies include the Tuskegee syphilis experiment; the sterilization of black, Mexican, Puerto Rican, and Native American women; the medicalization of homosexuality during the Cold War; and the role of mass incarceration in the diffusion of HIV. At a moment in time when

access to health continues to be shaped by categories of social difference, understanding the role of public health in the normalization and subversion of racial and sexual hierarchies in the West is more pertinent than ever.

Same as L77 WGSS 3141

Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L85 MedH 316 Contemporary Women's Health

We identify and study a broad range of health issues that are either unique to women or of special importance to women. The roles that women play as both providers and consumers of health care in the United States will be examined. The interface of gender, race, and class and their impact on an individual's access to and experience in the health care system will be central concerns. Topics are wide-ranging and include discussions of breast cancer, mental health, cardiovascular disease in women, women and eating (from anorexia to obesity), reproductive issues (from menstruation to fertility to menopause), as well as the politics of women's health, gender differences in health status, the effect of employment on health, the history of women's health research.

Same as L77 WGSS 316

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L85 MedH 353 Medical Spanish

Designed for future medical professionals, this course will provide students with a complete vocabulary and the cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural communication, written exams, varied readings, and some research are required. Volunteer work is recommended for enrolled students. Advanced students will be given priority. Prerequisite: Span 307D or Span 302.

Same as L38 Span 353

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L85 MedH 360 Trans* Studies

Trans* Studies is an interdisciplinary course that was previously named Transgender Studies. The new course title represents the development of the field and the identity in U.S. culture. In this course students engage with the following questions: When and why did the category gender emerge? What is the relationship between sex, sexuality and gender? How have the fields of medicine and psychology dealt with gender? How have approaches to "gender dysphoria" changed over time? Why is LGBT grouped together as a social movement? What are the legal obstacles faced by people who resist normative gender categories? What legal obstacles are faced by people who transition from one sex to another? To what extent do U.S. citizens have autonomy over defining their gender or sex? How are trans people represented in fiction? What does it mean to apply transgender theory to interpret fictional accounts of trans? Any of the following are suitable (but not required) courses to take before enrolling in this class: WGSS 100B, WGSS 105, WGSS 205 or WGSS 3091.

Same as L77 WGSS 360

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L85 MedH 363 Mapping the World of "Black Criminality"

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880(Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2. Same as L90 AFAS 363

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L85 MedH 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 366

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 3672 Medicine, Healing and Experimentation in the Contours of Black History

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L85 MedH 375 Medical Narratives, Narrative Medicine

Narrative medicine is an approach grounded in the recognition that patients live and communicate their embodied experiences as stories. This approach underscores the need for medical practitioners to cultivate skills of observation, analysis, storytelling, and cultural competency -- skills that are traditionally developed in humanities coursework. In this course, students will hone their competencies in observation, close reading, and written and oral expression in French through readings of medical narratives. Texts will include Jean-Dominique Bauby, "Le Scaphandre et le Papillon"; Molière, "Le Medecin Malgre Lui"; Michel de Montaigne, "De L'Experience"; Marguerite Duras, "La Douleur"; and excerpts from works by René Descartes, Honoré de Balzac, Émile Zola, Olivia Rosenthal, and Philippe Lançon. Whether considering works of art, patient testimonials, or classic works of literature, we will observe carefully, describe and understand what we see, tell stories, and attend to the details of the stories that others tell. Prerequisite: French 308 or In-Perspective.

Same as L34 French 375

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 3801 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?

Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L85 MedH 385 What is Medical Humanities?

What is medical humanities? What are its core questions and methods? When and how did the field emerge? To whom does it matter and why? These questions will ground our exploration of recent work in medical humanities. We begin with readings chosen by the instructor to illuminate various humanistic methods (e.g., historical, literary, philosophical) and their approach to recurrent topics and problems in the field (e.g., the doctor-patient relationship, illness as experience, the social construction of disease, health inequality, medicalization). In the second part of the course, students will be guided in co-writing and co-teaching the rest of the syllabus. Students will finish the class able to provide their own definition of medical humanities and to explain the field's origins and concerns as well as why and to whom the field matters. Enrollment preference will be given to students who have already declared the minor in medical humanities.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L85 MedH 391 Literature and Medicine

Same as L14 E Lit 391
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH,
HUM EN: H

L85 MedH 391W Literature and Medicine

Same as L14 E Lit 391W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM
EN: H

L85 MedH 399 Independent Work in Medical Humanities

This designation can be used for independent studies and reading courses in medical humanities. It requires prior approval from the director of the medical humanities minor.
Credit variable, maximum 3 units.

L85 MedH 39SM Women and Crime in the Evolution of American History

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 39SM
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA

L85 MedH 408 Disease, Madness, and Death Italian Style

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's "Decameron" to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian

cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final.

Same as L36 Ital 408
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU:
BA, IS EN: H

L85 MedH 414 Gender, Religion, Medicine, and Science

Have you ever wondered why some topics are argued using religion as a guide, while others may approach the topic from what is perceived as a strictly scientific point of view? This course explores how and why gender and sexuality tend to be at the center of debates that pit Medicine and Science against Religion. Using feminist and queer scholarship, this course explores five hundred years of rhetorical strategies related to defining, or regulating, gender and sexuality. We will consider how much debates have changed from sixteenth-century Europe to 21st century United States by asking when, why and how either Medicine & Science or Religion influenced social thought and laws. Finally, we will consider how, and if, contemporary debates on vaccines are either part of the long history of debating bodily autonomy (as is the case with the other topics addressed in class), or if the conflict between religion, medicine and science in the modern era is new and distinctly different from past rhetorical strategies. Prerequisite: Introduction to Women, Gender and Sexuality Studies

Same as L77 WGSS 414
Credit 3 units. A&S IQ: HUM, SD BU: ETH, IS EN: H

L85 MedH 418 Sexuality and Gender in East Asian Religions

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen — both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
EN: H

L85 MedH 420 Nature, Technology, and Medicine in Korea

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making,

and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as a EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH

L85 MedH 423 Philosophy of Biological Science

This course examines a number of theoretical, conceptual, and methodological issues that arise in the attempts of biologists to explain living systems. One sort of problem concerns the relation between biology (and biological descriptions and explanations) and physics and chemistry. Biological phenomena have often seemed very different from ordinary physical phenomena in being teleological or goal oriented. Vitalists, accordingly, resisted the attempt to invoke physics and chemistry in the attempt to explain biological phenomena. But recently biology has come more and more to draw upon physics and chemistry; we will examine the conceptual frameworks that underlie these efforts. Another sort of problem concerns the adaptiveness of living organisms. Charles Darwin offered one naturalistic explanation of this feature, an explanation that was further developed in this century as the synthetic theory of evolution. A number of controversial issues have arisen within this context of adaptation, and the range of levels at which selection can occur. The ubiquity of evolution, moreover, has been challenged in recent years, as a number of non-selectionist explanations have recently been put forward. We will consider the arguments for the synthetic theory and these alternatives.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L85 MedH 4601 Historical Racial Violence: Legacies & Reckonings

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:

BA EN: S

L85 MedH 4647 Ancient Madness

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: the history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L85 MedH 471 Galen's "On Prognosis": A Social History of Medicine in Second-Century Rome

Galen of Pergamum was a Greek physician, philosopher, and intellectual active throughout most of the second century CE. He was also a voracious reader and writer of Greek literature; his surviving work far exceeds the extant output of any other Greek author before the third century CE. In this course, we will be reading Galen's treatise "On Prognosis," in which he recounts his career in the city of Rome, from his arrival in the early 160s through his tenure as an imperial physician to at least the emperors Marcus Aurelius and Commodus. While ostensibly a medical account, "On Prognosis" has little to say on technical medical issues. Rather, Galen's story is a carefully constructed professional autobiography that pivots from searing denunciations of Roman life to tense public performances of medical expertise and finally to intimate case histories of Rome's rich and powerful. The text presents us a fascinating window through which to examine not only the social practice of elite medicine in Rome of the second century but also the complicated experience of a Greek intellectual navigating the corridors of the Imperial court. Course goals include improving accuracy and speed in reading Greek prose, acquiring greater familiarity with intellectual discourse of the Imperial Period, and training in methods of research and writing.

Same as L09 Greek 471

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H

L85 MedH 474 Frankenstein: Origins and Afterlives

Credit 3 units. A&S IQ: HUM BU: HUM

L85 MedH 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and post-colonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was post-colonial Caribbean and African psychiatry harnessed in service of decolonization? The course

will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Same as L22 History 4881

Credit 3 units. A&S IQ: HUM, LCD EN: H

L85 MedH 4885 Advanced Seminar: Medicine, Disease, and Empire

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the 16th century through the 20th century. Topics covered include: epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement. Same as L22 History 4885

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L85 MedH 491 Staging Illness

"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoy's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists — particularly theatre artists, whose communities were decimated by the disease — were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part 1, Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, the seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human.

Same as L15 Drama 491

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L85 MedH 495 PNP Seminar

Subject varies per semester. Not always offered as writing intensive, refer to individual semester listing. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.

Same as L64 PNP 495

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L85 MedH 4990 Advanced Seminar: History of the Body

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources - including vital statistics, paintings and photographs, hospital records, and sex manuals - to reconstruct changes in how humans have conceptualized and experienced their own bodies. We will pay particular attention to the intersection of European cultural history and history of medicine since 1500. This course fulfills the History major capstone requirement as an Advanced Seminar. Same as L22 History 4990

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

Medicine & Society

The Medicine & Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface of culture, behavior and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service and research opportunities. The program is supported by a grant from the Danforth Foundation and administered through the Department of Anthropology.

Eligibility

The Medicine & Society Program is a four-year program designed for matriculating first-year students. Upon acceptance to Washington University in the spring, students may apply online for admission to the program by indicating their interest in Medicine & Society. A description of the program and how to apply online is in *Getting Started*, a brochure sent to students in mid-May.

Admission to this program is highly competitive. Academic credentials, aptitude and interest in a health-related career, and personal statements all will be considered when selecting up to 20 participants to join the entering cohort. The program will particularly appeal to students with a long-term commitment to careers in the health professions and related areas.

Curriculum

The Medicine & Society Program has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time and space. Medical anthropologists examine the role of culture and society in the shaping of illness experiences. Foci of inquiry may include such issues as traditional health beliefs and practices; cultural clashes between traditional medicine and biomedicine; political and economic foundations of health disparities; alternative and complementary medicine;

social and behavioral factors that affect disease rates; and public health responses to emerging health problems. These topics all share a focus on community as a primary area of inquiry and population as a primary unit of analysis.

Requirements

Once admitted to the program, students must complete the following:

- First-year Medicine & Society seminar
- Community health internship or service-learning activity
- A major or minor in anthropology or the global health and environment track of anthropology
- A junior/senior seminar addressing contemporary issues in Medicine & Society
- Senior capstone or honors thesis

Students who are accepted into the Medicine & Society Program are enrolled in a year-long first-year seminar on culture, health and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning as early as the sophomore year, students identify and select a community health site for internship placement or service-learning activities. The internship/service-learning opportunity provides students with a location for focusing their interest and involvement in community health and allows them to participate in the work of the host organization. During the junior and senior years, students have the opportunity to intensify their academic and service activities at the internship or service-learning site, which may culminate in a senior honors thesis or a capstone project based on original research and investigation. Students in the Medicine & Society Program are encouraged to graduate with honors, based on their independent research and academic achievement.

This course of study provides an excellent foundation for future graduate work in medicine, public health or any of the allied health professions, such as nursing or physical and occupational therapy. Students who complete the program will also be highly competitive for admission to other professional schools, such as law, business or social work.

Personnel

The Medicine & Society Program is directed by Dr. Anna Jacobsen, a sociocultural anthropologist who works on issues pertaining to religion and morality as they influence perspectives and understandings of personhood and health. Previous research has focused on these processes as they have unfolded in Somali refugee communities in Kenya and Northern Europe. Her work has expanded to include the ways vaccine confidence has been informed by moral and religious ideologies in Somali communities around North America and how understandings

of death and dying have been broadly influenced by the same.

Students also have full access to other faculty in anthropology and related disciplines who offer courses of relevance and interest.

Contact: Dr. Anna Jacobsen
Email: aljacobs@wustl.edu
Website: <https://anthropology.wustl.edu/medicine-society-program>

Faculty

Director

Anna Jacobsen (<https://anthropology.wustl.edu/people/anna-jacobsen/>)

Lecturer
PhD, Washington University
(Anthropology)

Majors

The Medicine & Society Program is not a major/minor program; it is a four-year program that is available by application only.

Current students who are interested in the Medicine & Society curriculum are advised to investigate a major (p. 284) or minor in anthropology (p. 285) with a focus on medical anthropology or the optional global health and environment track (p. 284) of the anthropology major or minor.

Minors

The Medicine & Society Program is not a major/minor program; it is a four-year program that is available by application only.

Current students who are interested in the Medicine & Society curriculum are advised to investigate a major (p. 284) or minor in anthropology (p. 285) with a focus on medical anthropology or the optional global health and environment track (p. 284) of the anthropology major or minor.

Courses

Please refer to the requirements in the Medicine & Society Overview (p. 880) section, where required courses are listed. Please visit the Anthropology page (p. 286) for specific course information.

Medieval and Renaissance Studies

Interested students may pursue a minor in Medieval and Renaissance studies or a major in Renaissance studies under the auspices of the Interdisciplinary Project in the Humanities (IPH). The major offers students the opportunity to gain a broad understanding of the early modern world — the seedbed of modern Western civilization — through the integrated study

of Renaissance literature, history, philosophy, art history and music. (A full description of the requirements for completing the Renaissance studies track in the IPH may be found in the general listing for the IPH (p. 760).)

Courses are drawn from a wide range of departments. This allows students to develop their own course of study, to select areas of concentration that are of particular personal interest, and to work closely with faculty from different areas. Students study the themes and social issues of the period through art, history, literature and popular culture. Topics examined include the rise of urban life, the flowering of vernacular languages and new literary genres, the growing emphasis on education, the reconception of pictorial representation and architectural space, the expression and subversion of power in politics and culture, and the transformation of religious doctrines and institutions.

Contact: Joseph F. Loewenstein
Phone: 314-935-4200
Email: iph@wustl.edu
Website: <http://iph.wustl.edu>

Faculty

Steering Committee

Joseph Loewenstein (<https://english.wustl.edu/people/joe-loewenstein/>)

Professor
PhD, Yale University
(English)

William E. Wallace (<http://arthistory.artsci.wustl.edu/people/william-wallace/>)

Barbara Murphy Bryant Distinguished Professor of Art History
PhD, Columbia University
(Art History and Archaeology)

Gerhild Scholz Williams (<https://sites.wustl.edu/gerhildscholzwilliams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
PhD, University of Washington
(German)

Steven Zwicker (<https://english.wustl.edu/people/steven-zwicker/>)

Stanley Elkin Professor in the Humanities
PhD, Brown University
(English)

Faculty

Daniel E. Bornstein (<https://religiousstudies.wustl.edu/people/daniel-bornstein/>)

Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
(History and Religious Studies)

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)

Associate Professor in Spanish
PhD, Johns Hopkins University
(Romance Languages)

Robert Henke (<https://pad.wustl.edu/people/robert-henke/>)

Professor of Drama and Comparative Literature
PhD, University of California, Berkeley
(Performing Arts)

Christine Johnson (<https://iph.wustl.edu/people/christine-johnson/>)

Associate Professor of History
PhD, Johns Hopkins University
(Early Modern Germany; Renaissance culture; European expansion)

David Lawton (<https://english.wustl.edu/people/david-lawton/>)

Professor
PhD, University of York
(English)

Mark Pegg (<https://history.wustl.edu/people/mark-gregory-pegg/>)

Professor
PhD, Princeton University
(History)

Dolores Pesce (<https://music.wustl.edu/people/dolores-pesce/>)

Avis Blewett Professor of Music
PhD, University of Maryland
(Music)

Jessica A. Rosenfeld (<https://english.wustl.edu/people/jessica-rosenfeld/>)

Associate Professor
PhD, University of Pennsylvania
(English)

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)

Professor of Italian
PhD, University of California, Los Angeles
(Romance Languages and Literatures)

Majors

Students seeking a major concentration in Medieval or Renaissance Studies are advised to pursue it under the aegis of either the Interdisciplinary Project in the Humanities (p. 760) or one of the other departments or programs in the humanities. They should achieve foreign language competency in French, Spanish, German, Italian, Latin, Arabic or Greek, and they are strongly urged to pursue their studies across several departments and programs.

Minors

The Minor in Medieval and Renaissance Studies

Total units required: 18

The minor in Western Medieval Studies and the minor in Renaissance Studies have the same structure. Students must complete two years of college-level language study in Spanish, French, Italian, Latin, German, Arabic or Greek, and they are encouraged to continue their foreign-language study further. They are expected to take six additional courses; three should come from the following list:

Code	Title	Units
Art-Arch 113	History of Western Art, Architecture & Design	3
History 101C	Western Civilization	3
IPH 201C	Ampersand: Classical to Renaissance Literature	3
IPH 203C	Ampersand: Early Political Thought	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3

Students interested in pursuing the minor in Medieval and Renaissance Studies should contact the offices of the Interdisciplinary Project in the Humanities (<http://iph.wustl.edu/>).

Additional Information

Students must also take three courses in either Medieval or Renaissance Studies (depending on the concentration chosen) from at least two different departments or programs. Students will select these three courses in consultation with their minor advisor: Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>) for Western Medieval Studies or Joseph Loewenstein (<https://english.wustl.edu/people/joe-loewenstein/>) for Renaissance Studies.

Courses

Please visit the list of courses offered by the Interdisciplinary Project in the Humanities (p. 764).

Music

The Department of Music offers a music program of exceptional quality and diversity. In this varied course of study — where music is approached as a liberal and fine art rather than as an isolated, separate subject — students may pursue practical and creative music making or study musical traditions and individual works. Music courses are open to all students in the university.

We offer students the opportunity to develop performance skills in voice or instruments through private instruction or through participation in small or large ensembles. Private music lessons with our prominent faculty, including members of the St. Louis Symphony Orchestra, are available in voice, piano, organ, guitar, and all orchestral and jazz instruments.

Music majors can explore critical issues of tradition, individual composers, compositional craft, aesthetic interpretation, and music's social and cultural significance through a wide range of courses, from introductory classes to highly specialized seminars. Instruction is available in jazz, popular music, world musics, the history and literature of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance and creative and academic endeavors in music are supported by a thorough grounding in musicianship and keyboard skills.

Music majors may take advantage of study abroad programs in music in Italy, England and France. Summer research projects under faculty direction are also available.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in music, the Bachelor of Music degree, a minor in music, and a minor in jazz studies. Students may take the AB degree in combination with a major in another field or as their primary major in a broad liberal arts education. Majoring in music can prepare students well for graduate work and for a variety of musical careers and other professions.

Performance Opportunities

Ensembles: The department sponsors numerous performing ensembles that draw members from the university and the surrounding community. Students must audition for admission to the ensembles. All ensembles are available for graded credit, for credit/no credit, or off roster. Ensembles give one or more public performances each semester. Students who are enrolled for credit in one of the department's ensembles may be entitled to a scholarship that covers a portion of the fee for music lessons.

Vocal Ensembles: Concert Choir

Instrumental Ensembles: Jazz Band, Chamber String Ensembles, Symphony Orchestra, Wind Ensemble, Jazz Combos

Lessons: Students may take lessons in voice, piano, organ, guitar, and all orchestral and jazz instruments in the appropriate course sequences. A separate fee is charged for private instruction. Music majors and minors receive a scholarship to cover all or a portion of the fee, respectively. If students enroll for credit in one of the department's ensembles, they are entitled to a scholarship for a portion of the fee for each semester in which they are enrolled. In addition, the department has a limited number of partial scholarships that are based on need and merit.

Contact: Jessica Flannigan
Phone: 314-935-5566
Email: flanniganj@wustl.edu
Website: <http://music.wustl.edu/undergraduate>

Faculty

Chair

Patrick Burke (<https://music.wustl.edu/people/patrick-burke/>)
PhD, University of Wisconsin

Endowed Professors

Todd Decker (<https://music.wustl.edu/people/todd-decker/>)
Paul Tietjens Professor of Music
PhD, University of Michigan

Dolores Pesce (<https://music.wustl.edu/people/dolores-pesce/>)
Avis Blewett Professor of Music
PhD, University of Maryland

Professor

Jeffrey Kurtzman (<https://music.wustl.edu/people/jeffrey-kurtzman/>)
PhD, University of Illinois

Associate Professors

Patrick Burke (<https://music.wustl.edu/people/patrick-burke/>)
PhD, University of Wisconsin

Ben Duane (<https://music.wustl.edu/people/ben-duane/>)
PhD, Northwestern University

Robert Snarrenberg (<https://music.wustl.edu/people/robert-snarrenberg/>)
PhD, University of Michigan

Christopher Stark (<https://music.wustl.edu/people/christopher-stark/>)
DMA, Cornell University

Alexander Stefaniak (<https://music.wustl.edu/people/alexander-stefaniak/>)
PhD, Eastman School of Music

Paul Steinbeck (<https://music.wustl.edu/people/paul-steinbeck/>)
PhD, Columbia University

Assistant Professors

Lauren Eldridge Stewart (<https://music.wustl.edu/people/lauren-eldridge-stewart/>)
PhD, University of Chicago

Esther Kurtz (<https://music.wustl.edu/people/esther-kurtz/>)
PhD, Brown University

Professor of the Practice

William Lenihan (<https://music.wustl.edu/people/william-lenihan/>)
BMus, University of Missouri-Columbia

Senior Lecturer

Amanda Kirkpatrick (<https://music.wustl.edu/people/amanda-kirkpatrick/>)
MM, University of Missouri-Columbia

Lecturers

Christopher Douthitt (<https://music.wustl.edu/people/christopher-douthitt/>)
MFA, Princeton University

Amy Greenhalgh (<https://music.wustl.edu/people/amy-greenhalgh/>)
MA, Oxford University

Professors Emeriti

Hugh Macdonald
PhD, Cambridge University

Craig Monson
PhD, University of California, Berkeley

Majors

Becoming a Music Major: Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio or 400-level course.

The Bachelor of Arts in Music Major

Total units required: 45

Code	Title	Units
Music 121C & Music 122C or Music 121J & Music 122J	Classical Theory I and Classical Theory II Jazz Theory I and Jazz Theory II	6
Music 221C	Classical Theory III	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3012	Music History II: The Invention of Classical Music, 1700-1850	3
Music 3014	Ethnomusicology	3

Choose two of the following three courses:	6
Music 3011 Music History I: Music in Europe from the Earliest Notation to 1700	
Music 3015 American Popular Music and Media	
Music 3017 Music History III: Classical Music in Flux, 1850 to the Present	
Music 2231 Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241 Musicianship III (should be taken concurrently with Music 321T)	1
Two semesters of Keyboard Skills; course placement determined by piano faculty	2
Performance courses: private lessons, small ensembles, and/or large ensembles	4
Also required:	
Music 4992 Senior Capstone: Performance, Composition, or Theory (or Music 4993 or Music 4994)	3
or an approved 400-level Music course	
Lower-level elective units (courses, lessons, and/or ensembles)	7
Upper-level elective units (courses, lessons, and/or ensembles)	3
Total Units	45

The Bachelor of Music Major

Total units required: 74-78

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required courses:

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1

Music 2241	Musicianship III (should be taken concurrently with Music 321T)	1
Music 3231	Advanced Musicianship	3
Music 3011	Music History I: Music in Europe from the Earliest Notation to 1700	3
Music 3012	Music History II: The Invention of Classical Music, 1700-1850	3
Music 3017	Music History III: Classical Music in Flux, 1850 to the Present	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991	Senior Project: Musicology or Analysis	3
or Music 4992	Senior Capstone: Performance, Composition, or Theory	
or Music 4993	Senior Honors Capstone: Musicology or Analysis	
or Music 4994	Honors Project: Performance, Composition or Theory	

Lesson and Ensemble Requirements: In addition to the courses listed above, BMus students must also register for music lessons and at least one ensemble every semester once the major has been declared. Students with a performance emphasis must take at least 2 units of music lessons per semester; all others must take at least 1 unit per semester.

Elective courses: Each of the five BMus concentrations includes additional requirements, as follows:

Performance Emphasis:

Code	Title	Units
Upper-level music history elective (other than Music 3011, Music 3012, and Music 3017)		3
Music 424	Analysis II	3
400- or 500-level music theory elective		3
Music 439	Diction I (Vocal performance majors only)	3
Junior half-recital		0
Total Units		12

Theory Emphasis:

Code	Title	Units
Music 424	Analysis II	3
400- or 500-level electives		12
Upper-level music history elective (other than Music 3011, Music 3012, and Music 3017)		3

Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
or Music 429 & Music 430	Composition and Composition	
Total Units		24

Composition Emphasis:

Code	Title	Units
Upper-level music composition (Music 429, Music 430; repeatable)		12
Upper-level music history elective (other than Music 3011, Music 3012, and Music 3017)		3
Music 424	Analysis II	3
400- or 500-level music theory electives		6
Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
Total Units		30

History and Culture Emphasis:

Code	Title	Units
Upper-level music history electives (other than Music 3011, Music 3012, and Music 3017)		15
Music 424	Analysis II	3
400- or 500-level music theory electives		6
Total Units		24

General Emphasis:

Code	Title	Units
Upper-level music history electives (other than Music 3011, Music 3012, and Music 3017)		6
Music 424	Analysis II	3
400- or 500-level music theory electives		6
Elective units		9
Total Units		24

Senior Honors: Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Minors

The Minor in Music — General Studies

Units required: 18

Required courses:

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
One of the following courses:		
Music 3011	Music History I: Music in Europe from the Earliest Notation to 1700	3
or Music 3012	Music History II: The Invention of Classical Music, 1700-1850	
or Music 3014	Ethnomusicology	
or Music 3015	American Popular Music and Media	
or Music 3017	Music History III: Classical Music in Flux, 1850 to the Present	
Lower-level electives		3
Upper-level electives		6
Total Units		18

Additional Information

Special scholarships are available for lessons and ensembles.

Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

The Minor in Jazz Studies

Units required: 18

Required courses:

Code	Title	Units
Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	6
Music 105	History of Jazz	3
Music 3023	Jazz in American Culture	3
Music 3091	Jazz Improvisation I	3
One of the following courses:		
Music 3015	American Popular Music and Media	3
or Music 3017	Music History III: Classical Music in Flux, 1850 to the Present	
or Music 3021	Music of the African Diaspora	
or Music 3235	Compositional Craft in Film Scores and Musical Theatre	
or Music 3236	Music Arranging for the Multi-Genre Artist	

or Music 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella	
or upper-level applied music in jazz	
Total Units	18

Additional Information

Other upper-level credits in music or kindred studies (e.g., African and African-American Studies) may be approved at the discretion of the department chair.

Courses

Visit online course listings to view semester offerings for L27 Music (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L27&crslvl=1:4>).

L27 Music 100B Brass Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 100D Percussion Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 100G Guitar Lessons: Pre-registration

Guitar lessons are comprised of multiple tracks of study including classical, popular music, and jazz guitar. Students are placed in a study of their choice, or upon advice of the guitar faculty. Classical guitar is the study of art music as composed for the classical nylon-string instrument over centuries of traditions. Popular guitar studies include music styles such as blues, rock, folk and country, while the jazz guitar track suits well students interested in jazz music and who are engaged in the jazz studies program. Each area of study is designated by differentiated curricula and syllabi available to each student. Bass Guitar lessons are administered similarly with studies in all forms of popular music and jazz. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website, you will be transferred to the appropriate course and section number following this appointment. See department website for lesson fees.

Credit variable, maximum 2 units.

L27 Music 100P Piano Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 100S Strings Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 100V Voice Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 100W Woodwinds Lessons: Pre-registration

Credit variable, maximum 2 units.

L27 Music 1010 Topics in Music

Credit 3 units.

L27 Music 101E Introductory Survey of Western Music I

A survey of "art" music in Western culture from the Middle Ages to the mid-18th century. Emphasis in the first term is on sacred and secular music of the church, court and middle-class society in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors. For a one-semester course covering Western classical and popular music and music from other cultures, refer to Music 114E.

Credit 3 units. A&S IQ: HUM BU: HUM

L27 Music 1021 Musics of the World

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We will investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course will use case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L27 Music 1022 Popular Music in American Culture

American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 1023 Beethoven in His Time and Ours

Ludwig van Beethoven composed some of the most significant works of Western classical music, and he continues to make his mark as the prototypical "troubled genius" and as a symbol for a wide range of political causes, the subject of numerous films, and classical music's main representative in American pop culture. We begin with an exploration of Beethoven's life, music, and historical context, and we continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we unravel the interaction of music, culture, and mythmaking. No previous musical experience required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 1024 Mozart: The Humor, Science and Politics of Music

Wolfgang Amadeus Mozart is one of the most recognized composers of "classical" music. A child prodigy of astonishing precocity, he has come to symbolize genius for Western culture — a composer whose music embodies superhuman, even

utopian beauty and perfection. In this course, we learn that there was more to Mozart. Mozart was a lover of codes and puzzles who delighted in the science of music, a sampler of non-Western music, and a musical humorist whose comedies make provocative statements — ranging from cynical to poignant — about politics, gender and morality. Our focus works include Mozart's symphonies, piano music, string quartets, and such comedies as *The Magic Flute* and *The Marriage of Figaro*. We also explore Mozart's afterlife — how his music has figured in film, literature and popular culture. This course is open to all undergraduates. No previous musical course work or experience is required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 1026 First-Year Seminar: You Never Heard Such Sounds in Your Life: American Avant-Garde Music

This first-year seminar introduces students to the fascinating history of avant-garde music making in the United States. A series of case studies will address a number of important avant-garde musicians and schools of thought spanning the early 20th century to the present. In exploring avant-garde music, students will encounter new ways of thinking about art's place in the world and broaden their notions of music itself. No previous training in music is required. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 1027 First-Year Seminar: Sound On: Listening in/ to Digital Culture and Music

What does 21st-century life sound like? The aim of this course is to interrogate, denaturalize, and critique familiar experiences and technologies of contemporary listening: from earbuds and mobile devices to streaming services and social media to the ambient music of capitalism and the (mediated) persistence of live performance. Readings in musicology, sound studies, and media theory will be examined alongside students' contemporary lived musical experience. Musical and sonic exercises in close, situated listening as well as examinations of distracted, ubiquitous listening will form some of the primary materials of the course. Analyses of both readings and activities will result in the production of a collaborative weekly digital newsletter as well as culminating projects by individual students. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

L27 Music 102E Introductory Survey of Western Music II

A survey of "art" music in Western culture from the middle of the 18th century to the present. Music of composers from Haydn and Mozart to George Crumb and John Cage are studied in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors.

Credit 3 units. A&S IQ: HUM BU: HUM

L27 Music 103E Theory I: Introduction to Music Theory

Vocabularies and skills basic to music theory introduced through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience are explored through the

study of music from three periods of the western tradition: medieval liturgical chant, music of the Classical period, and music of the early 20th century. Ability to read musical notation required. Keyboard skills desirable. Music 103E is the entry-level course for all music minors and majors.

Credit 3 units. A&S IQ: HUM BU: HUM

L27 Music 104E Music Theory II

A systematic introduction to the basic principles of tonality as manifested in western European music of the 18th and early 19th centuries. Topics include pitch, time, line and linear elaboration, counterpoint, harmony, phrase, form and chromaticism. The principles are explored through both musical composition and interpretation of musical art works. Prerequisite: Music 103E.

Credit 3 units. A&S IQ: HUM BU: HUM

L27 Music 105 History of Jazz

History of jazz to the present, including its African elements.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 107 Listening Laboratory

Optional analytical listening sessions to supplement Music 101E and 102E respectively. Taped listening assignments. Required of music majors and of students in the first-year seminar section. Concurrent registration in Music 101E or 102E is required.

Credit 1 unit. A&S IQ: HUM

L27 Music 109 Ragtime

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Credit 2 units. A&S IQ: HUM BU: HUM

L27 Music 1091 Jazz Theory I

Jazz Theory I introduces the jazz music language as a preparation for the study of improvisation. The course study consists of basic music theory including music-reading skills and notation, scales, intervals and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form and the blues prepares the student for a detailed study of the modern jazz language.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 1092 Jazz Theory II

Jazz Theory II outlines the harmonic, rhythmic and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales and polyrhythmic drumming, concentrating on the work the major improvisers of the 1950s to 1970s. Prerequisite: Music 1091.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 109M Mathematics and Music

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals,

time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: two years of high school algebra, and trigonometry.

Same as L24 Math 109

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L27 Music 110G Study in Guitar

Students taking guitar off-roster/not for credit.

L27 Music 110P Study in Piano

Students taking piano not for credit/off-roster.

L27 Music 110S Study in Strings

Students taking strings not for credit.

L27 Music 110V Study in Voice

Students taking voice not for credit.

L27 Music 110W Study in Woodwinds

Students taking woodwinds not for credit.

L27 Music 113 Fundamentals of Music

This course provides a broad overview of music fundamentals designed to enhance the student's experience of music as well as provide a foundation for further study in music theory. Students become acquainted with the basic vocabulary and building blocks of music: intervals, rhythms, scales, triads, chords and harmony.

Credit 2 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 114E Exploring Music: Legendary Performers: Virtuosos, Divas & Rockstars

Every generation boasts a handful of musicians that stand out from the crowd-remarkable performers that achieve legendary status, command the highest fees, and set the standard against which all others are measured. But how far back can we trace this phenomenon? And what does it take to become a musical superstar? In this class, we will address these and other questions. Focusing on legendary performers from a wide array of musical traditions spanning history and the globe, we will learn to think and write about music and performance. Introduction to fundamental musical concepts will also enhance students' listening experience and provide them with a foundation for further study. Barring any restrictions due to the COVID-19 pandemic, the class will attend live performances, including a concert by the Saint Louis Symphony Orchestra at Powell Hall. No previous musical background required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 115 Reading Music

Elements of music notation for those with little or no music-reading skill. Designed to develop a basic acquaintance with the principles of notation for students enrolled in introductory courses, applied music and ensembles as well as those with a general interest in learning to read music.

Credit 1 unit.

L27 Music 1161 First-Year Seminar: Writing About Music

This course explores the various ways in which writers from the 18th century to the present discuss music. Issues include respect for a tried and true musical "canon," music as an imitative vs. absolute art form, and a focus on performing virtuosity/spectacle vs. musical content. In addition to reading what previous authors have written, students write on a regular basis about examples from classical, popular and non-Western music and critique each others' work. Ability to read music is not required.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM

L27 Music 1162 First-Year Seminar: Bruce Springsteen's USA

This course examines the career and work of Bruce Springsteen as songwriter, singer, rock musician, pop star, and public figure. Conducted in seminar format, the primary course materials are Springsteen's recordings and videos, as well as the many interviews he has given. Selections from the vast body of popular and academic scholarship on Springsteen also informs class discussions. The course is limited to freshmen.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

L27 Music 1163 First-Year Seminar: Youth in Revolt: Popular Music as Protest

When is popular music also protest music? In this course we will listen to music linked to the mid-century Civil Rights Movement, the Vietnam War, Black Power, the wars in Iraq, Occupy Wall Street, and the recent confrontations between protestors and the police. While exploring genres such as rock, soul, pop, punk, hip-hop and grunge, we will ask how popular musics might express or embody various forms of protest in American life. Selections from contemporaneous testimonials, alternative presses, interviews, and popular and academic writing will also inform our discussions.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 1164 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this seminar, we will explore the world of medieval love — from the chivalrous and courtly to the bodily and obscene — as represented in books of songs from the 15th century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: What do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what — if anything — we stand to lose. Ability to read music not required.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

L27 Music 1165 First-Year Seminar: On Broadway - Musicals, Race, Place

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows — from "Show Boat" to "Hamilton" — and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

L27 Music 117 Women and Music: From Bingen to Beyonce

An examination of women in music from the twelfth-century nun Hildegard of Bingen to Beyonce. The course will consider significant women composers and performers, as well as music-making within women's institutions. Ability to read music not required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 119 Guitar Class I

Jazz Guitar Class I introduces the fundamentals of music as a preparation for the study of jazz proper, guiding the student to the development of an operational musical language on the instrument. This performance practice class consists of basic music theory realized on the guitar including major and minor diatonic and pentatonic scales, triads in all positions and inversions, seventh chords and an introduction to extended tertian chords. As well, music reading, rhythmic skills and basic performance techniques are emphasized. The course culminates in the reading of jazz lead-sheets where students play the melody in all positions of the key and also play the harmony from chord symbols. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

L27 Music 120 Guitar Class II

Jazz Guitar Class II reinforces the materials of Music 119 including scales and triads in all positions, while introducing new materials including 9th, 11th, 13th and altered chords. An introduction to improvisation, this course stresses making music in real time through the embellishment of melody, the study of arpeggio, the modes of the major scale and idiomatic devices of the jazz language. The course stresses the development of strong rhythmic skills while furthering a proper technique. Jazz Guitar II culminates in the reading of jazz lead-sheets where the student improvises in fundamental ways. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

L27 Music 121C Classical Theory I

Introduction to vocabularies and skills basic to music theory through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience are explored through the study of music from the Western classical tradition. Ability to read musical notation required. Keyboard skills desirable. Students who register for Music 121C are required to register for one of the subsections.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 121J Jazz Theory I

Introduction to the jazz music language as a preparation for the study of improvisation. The course of study consists of basic music theory including music-reading skills and notation, scales, intervals and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Students who register for Music 121J are required to register for one of the subsections.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 122C Classical Theory II

A review of diatonic harmony and followed by a study of chromatic harmony and issues of tonality and form. Topics include tonicization and modulation, chromatic voice-leading, modal mixture, altered and extended chords, modulation to foreign keys, and elaboration of diatonic sequences. Work involves written and class-related exercises, analysis of 18th- and 19th-century works, and model composition. Students who register for Music 122C are required to register for one of the subsections. Prerequisite: Music 121C.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 122J Jazz Theory II

A study of the harmonic, rhythmic, and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the major improvisors of the 1950s-1970s. Students who register for Music 122J are required to register for one of the subsections. Prerequisite: Music 121J.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 1232 Keyboard Skills I

An introduction to basic techniques of keyboard harmony using intervals, scales and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

L27 Music 1242 Keyboard Skills II

An introduction to basic techniques of keyboard harmony using intervals, scales and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week. Credit 1 unit.

L27 Music 128 Selected Area for Special Study

In-depth study in areas of special interest.
Credit 3 units. BU: HUM

L27 Music 129 Composition Workshop

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.
Credit 2 units.

L27 Music 130 Composition Workshop

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.
Credit 2 units.

L27 Music 1313 Digital Audio and Multitracking: An Introduction to Electronic Music

This course is an exploration of the foundational techniques of electronic music through hands-on, project-based learning. Our primary goal will be to learn to be creative in the recording studio. To that end, we will build proficiency in audio manipulations, recording and production techniques, sampling, MIDI sequencing, and signal processing. We will learn to use a variety of technical tools, chief among them the digital audio workstation, the microphone, and WashU's unique collection of analog synthesizers. Along the way, we will train our ears to recognize subtle qualities of recorded sound, and we will learn to compose with audio as an expressive medium. All genres and musical backgrounds welcome.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 151G Introductory Guitar

Credit variable, maximum 2 units.

L27 Music 151P Introductory Piano

Credit variable, maximum 2 units.

L27 Music 151S Introductory Strings

Credit variable, maximum 2 units.

L27 Music 151V Introductory Voice

Credit variable, maximum 2 units.

L27 Music 151W Introductory Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 155 Class Guitar

Credit 1 unit.

L27 Music 159 Piano Class

Intended for students with little to no formal musical training. An introduction to keyboard fundamentals through the study of note reading, intervals, technique and repertoire. Students may self-enroll or be placed by audition. There is a \$150 lab fee for the course. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee is prorated accordingly.
Credit 1 unit.

L27 Music 160 Piano Class

Continuation of L27 159. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. Prerequisite: L27 159 or permission of instructor.
Credit 1 unit.

L27 Music 164 Harpsichord

Credit variable, maximum 3 units.

L27 Music 170G Jazz Guitar

Credit variable, maximum 2 units.

L27 Music 170J Jazz Brass

Credit variable, maximum 3 units.

L27 Music 170P Jazz Piano

Credit variable, maximum 2 units.

L27 Music 170S Jazz Strings

Credit variable, maximum 2 units.

L27 Music 170V Jazz Voice

Credit variable, maximum 2 units.

L27 Music 170W Jazz Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 175G Guitar

Credit variable, maximum 2 units.

L27 Music 175O Organ

Credit variable, maximum 2 units.

L27 Music 175S Strings

Credit variable, maximum 2 units.

L27 Music 175V Voice

Credit variable, maximum 2 units.

L27 Music 175W Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 177C Voice Class: Fundamentals of Singing Technique

Voice Class teaches basic techniques of bel canto vocal production that apply to singing solo repertoire and singing in choral ensembles. Basic techniques include breathing in singing, resonance, articulation and registration. Study of the International Phonetic Alphabet, very basic skills for reading music and vocal health issues also are included. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

L27 Music 178C Voice Class II: Fundamentals of Singing Technique

Voice Class teaches basic techniques of bel canto vocal production that apply to singing solo repertoire and singing in choral ensembles. Basic techniques include breathing in singing, resonance, articulation and registration. Study of the International Phonetic Alphabet in English and Italian, skills for reading music, in-depth study in musical interpretation, and acting skills. More advanced work in poetic analysis and line reading. Prerequisite: Music 177C or approval by instructor by audition. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

L27 Music 221 Music Theory III

Concentrated study of the principles of tonal counterpoint and their application to the interpretation of Bach keyboard suites. Class work includes both writing and analysis. Prerequisite: Music 104E.

Credit 3 units. A&S IQ: HUM

L27 Music 2211 Opera Projects

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work can commence. Prerequisite: permission of the instructor.

Credit variable, maximum 2 units.

L27 Music 2212 Opera Projects

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work can commence. Prerequisite: permission of the instructor.

Credit variable, maximum 2 units.

L27 Music 2213 Singers Performance Workshop: Broadway and Musical Theater

This course develops performance skills for young singers in musical theatre that will help them prepare music for rehearsal, performance, and audition. The semester's work includes musical, vocal, and diction coaching as well as research and dramatic analysis. The course will culminate in the preparation and performance of both solo and ensemble pieces. Prerequisite: Audition and permission of instructor.

Credit 1 unit. A&S IQ: HUM EN: H

L27 Music 221C Classical Theory III

A synthesis of the knowledge gained in Theory I-II as it applies to the detailed analysis of 18th-, 19th-, and selected 20th-century works (Bach through Bartok). Prerequisite: Music 122C or 122J. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 222 Music Theory IV

Continuation of Music 221 with study of 18th- and 19th-century harmonic, textural and structural procedures (Bach through Brahms). Prerequisite: Music 221.

Credit 3 units. A&S IQ: HUM

L27 Music 2231 Musicianship I

Basic ear training, sight singing and dictation skills. Three hours a week. Prerequisite: Music 104E.

Credit 1 unit.

L27 Music 2232 Keyboard Skills III

Intermediate skills in score reading as well as the introduction of inversions, figured bass and improvising melodies. Prerequisites: Music 1242 and permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

L27 Music 2241 Musicianship III

Continuation of Music 2231. Intermediate-level ear training, sight singing and dictation skills. Prerequisite: Music 2231. Two and one-half class hours a week.

Credit 1 unit.

L27 Music 2242 Keyboard Skills IV

Intermediate skills in score reading as well as the introduction of inversions, figured bass and improvising melodies. Prerequisite: permission of instructor for nonmajors. Concurrent registration in Music 2231 and 2241 required of all music majors. One and one-half class hours a week.

Credit 1 unit.

L27 Music 227 Selected Area for Special Study

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Credit 3 units.

L27 Music 228 Selected Area for Special Study

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 230 Composition

An intermediate course in contemporary music composition, with a 30-minute private lesson and weekly master class.

Prerequisite: Music 229 or permission of instructor.

Credit 2 units.

L27 Music 231C Small Chamber Ensembles

Students interested in performance of chamber music are organized into various ensembles and assigned a coach. A public chamber music concert is given once each semester. May be repeated for credit. Prerequisite: permission of the instructor. Consult course listings for more information.
Credit variable, maximum 1 units.

L27 Music 232W Wind Ensemble

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.
Credit variable, maximum 1 units.

L27 Music 233 Jazz Band

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.
Credit variable, maximum 1 units.

L27 Music 234S Symphony Orchestra

Performance and reading of works for orchestra. May be repeated for credit. Prerequisite: admission by audition. Two and one-half class hours a week including sectionals.
Credit variable, maximum 1 units.

L27 Music 235F Flute Choir

Weekly two-hour rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable.
Credit variable, maximum 1 units.

L27 Music 236J Jazz Combo

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of department.
Credit variable, maximum 1 units.

L27 Music 237 Concert Choir

Concert Choir takes an academic and artistic approach to the study and performance of choral literature from a variety of historic and modern sources. May be repeated for credit. Please see the department's website for audition dates.
Credit variable, maximum 2 units.

L27 Music 238 Chamber Choir

Study and performance of advanced repertoire for small vocal ensemble from Renaissance to the present. May be repeated for credit. Prerequisites: audition and consent of instructor.
Credit variable, maximum 1 units.

L27 Music 270G Jazz Guitar

Credit variable, maximum 2 units.

L27 Music 270J Jazz Brass

Credit variable, maximum 3 units.

L27 Music 270P Jazz Piano

Credit variable, maximum 2 units.

L27 Music 270S Jazz Strings

Credit variable, maximum 2 units.

L27 Music 270V Jazz Voice

Credit variable, maximum 2 units.

L27 Music 270W Jazz Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 275G Guitar

Credit variable, maximum 2 units.

L27 Music 275O Organ

Credit variable, maximum 2 units.

L27 Music 275P Piano

Credit variable, maximum 2 units.

L27 Music 275S Strings

Credit variable, maximum 2 units.

L27 Music 275V Voice

Credit variable, maximum 2 units.

L27 Music 275W Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 295 Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.
Credit variable, maximum 3 units.

L27 Music 296 Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.
Credit variable, maximum 3 units.

L27 Music 298 Directed Internship

Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside of the classroom. Students obtain a Learning Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor, and the site supervisor, if appropriate. A final written project is to be agreed upon before work begins, and this will be evaluated by

the faculty sponsor at the end of the internship. Credit should correspond to actual time spent in work activities (e.g., 8 to 10 hours per week for 13 or 14 weeks to receive 3 units of credit, or 1 or 2 credits for fewer hours worked). Refer to current semester listings for faculty selections in this course.
Credit variable, maximum 3 units.

L27 Music 299 Performance Project

Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor and the department chair before the student's work on the project commences. Consult department for faculty selections in this course.
Credit variable, maximum 3 units.

L27 Music 3011 Music History I: Music in Europe from the Earliest Notation to 1700

This course presents a study of music history and literature from the Middle Ages to 1700. Composers treated include Machaut, Dufay, Josquin, Palestrina, Monteverdi, Vivaldi, Handel, and Bach. Prerequisite: Music 121 or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3012 Music History II: The Invention of Classical Music, 1700-1850

This course is a historical and critical exploration of "classical music." During our focus period -- the long 18th and 19th centuries -- musicians and audiences invented what we now know as the culture of classical music, creating some of its canonic musical works and developing its core institutions and belief systems. In this course, we will work inside and beyond the score. We will engage in intensive listening and analysis, from songs to symphonies. We will also consider broader cultural issues, particularly the following: How did the culture of classical music reflect the social ambitions of privileged musicians and listeners? What and who got marginalized within this culture, and how can we discover more inclusive, diverse histories of classical music? Prerequisite: Music 3011 or Music 104E.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3014 Ethnomusicology

This course provides an introduction to the field of ethnomusicology, defined broadly as "the study of music in- or as-culture" or "the study of people making music." We will explore the varied ethnographic, anthropological, historical, and music-analytical approaches that ethnomusicologists have employed to explain the vital role of music-making in diverse human societies. We will seek to understand the social significance of a variety of musical practices, drawing on ethnomusicological scholarship to address music's performance, circulation, and reception. Case studies from around the world will demonstrate the multiple ways that sound shapes-and is shaped by-issues of cultural practice and representation, ideologies of authenticity, intersectional identities, cultural memory, ideas and structures of tradition, colonialism and post-colonialism, transnationalism and globalization. Our case studies will introduce students to a number of important musical genres and traditions, including (in the order in which they appear in the class): Mbira (Zimbabwe), Andean Kena music (Peru), Jazz

(U.S.), Samba (Brazil), Gamelan (Java), Funk (U.S.), Egyptian musics, Ottoman-Turkish classical music, Karnatic Music (South India), Gisaeng music (Korea), Ngoma (South Africa), Agbekor (Ghana), Hip Hop (U.S.), and Noise (Japan).
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L27 Music 3015 American Popular Music and Media

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid nineteenth century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance, and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity will be considered across the course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3017 Music History III: Classical Music in Flux, 1850 to the Present

This course is a study of music history and literature from 1850 to the present. Composers treated include Mahler, Debussy, Stravinsky, Schoenberg, Bartok, Copland, Shostakovich, Cage, Reich, and Gubaidulina. Prerequisite: L27 3012 or L27 122C.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3020 Music of the Caribbean

Wanna get away? This and other tourism slogans depend on a popular conception of regions such as the Caribbean as distant and desirable, simple places out of sync with the modern world. This course critiques constructions of the Caribbean through engaging ethnomusicological literature representing the diversity of the region. It is a topical appraisal of Caribbean music, emphasizing history and memory, tourism, and cultural influence. The chosen readings are not meant to represent the entire region; rather, they are intended to prompt ideas and questions about regional discourses.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3021 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L27 Music 3022 Native American Musical Traditions of the Western United States

Exploration of music and its historical and contemporary contexts among Native American cultures of the Southwest and the Northern Plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone and other nations. Examinations of intertribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L27 Music 3023 Jazz in American Culture

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3024 From Cage to Glass and Beyond

Explores the various directions composers took in the second half of the 20th century, including "chance" music of John Cage, minimalism of Philip Glass and postmodernism. Includes concert attendance. Prerequisite: Ability to read music is advisable but not required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3025 Women of Music

Popular music and art music around the world, from the perspective of women. The roles of women as creators, performers, sponsors and consumers. The representation of women in music and how it relates to cultures of the past and present.

Credit 3 units. A&S IQ: HUM, SD EN: H

L27 Music 3027 Close Harmony: A Cappella Musical Traditions

An examination of ensemble music for unaccompanied voices. Although it focuses on the Western art tradition (e.g., Renaissance sacred and secular polyphony), it also addresses genres of "world music" (Yankton Sioux choral peyote songs, Makwayera singing of Zimbabwe) and less "high style," more popular unaccompanied vocal textures (e.g., shape-note, barbershop, spirituals, the Comedian Harmonists, male gospel quartets, doowop). Study of the historical and cultural contexts of the various musical types balances examination of representative musical works. Prerequisite: the ability to read music, permission of instructor; Music 103 is highly recommended, but not required.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 3028 Music of the 1960s

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American

popular music. While a music course traditionally deals with a single genre such as "world music," classical or jazz, this course analyzes several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus both familiarizes students with diverse musical traditions and introduces them to a new way of thinking about music and culture. Topics discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3029 Game of Thrones, Game of Tones: Medieval Music in the Age of HBO

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L27 Music 3030 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this course, we will explore the world of medieval love — from the chivalrous and courtly to the bodily and obscene — as represented in books of songs from the 15th century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: What do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what — if anything — we stand to lose. (Ability to read music not required.)

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3031 Music and Healing

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, postcolonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Credit 3 units. A&S IQ: LCD BU: BA EN: H

L27 Music 3032 The Science of Singing

This course presents an introductory look at the physiology and acoustics of singing. Topics we will study include how the voice works in general and the different ways individual singers use their voices; how understanding this science can improve one's singing; how to maintain vocal health; how the voice changes across the life span; and psychological aspects of performing. The ability to read music is not required for this course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L27 Music 3033 Music, Sound, and the Body

How do musicians use their bodies when creating music? How do audiences, listeners, and dancers feel music in their bodies and contribute to making sound? This course explores embodied perspectives on making, sensing, and moving to music and sound. Examining theories of the body and the senses as they relate to sound practices, the course draws on scholarship from ethnomusicology, anthropology, sound, dance and performance studies, music cognition and other fields. Case studies include EDM, reggae, and salsa dance; Afro-Brazilian and Buddhist religious practices; and music healing and therapy. Because centering the body means considering lived experience along intersecting axes of difference, course readings and discussions will focus on issues of race, ethnicity, gender, sexuality, and (dis)ability. Students will develop their own ethnographic project, and they will be asked to participate in music-movement workshops throughout the course. However, neither previous dance experience nor normative bodily ability are required.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 305 Selected Area for Special Study

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3050 Music and Masculinity in the Movies of Martin Scorsese

This course considers the work of American filmmaker Martin Scorsese, with close attention to (1) how Scorsese uses music (and sound) to construct intense cinematic worlds and (2) how his film characters and plots represent various sorts of white American men. The consistent collision between Scorsese's interest in music as a driver of film style and content and his penchant for male-centered, frequently violent narratives makes him an ideal central figure for our study of white American masculinities at the movies over the last five decades. Films to be studied include "Mean Streets," "Taxi Driver," "Raging Bull," "Goodfellas," "Cape Fear," "The Departed," "Shutter Island," and "The Wolf of Wall Street." Required screenings.

Same as L53 Film 305

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3051 Text and Music

How do composers respond to the structure and meaning of text? Can spoken language become musical sound? Can musical sounds become textual signifiers? The course explores these questions by examining a broad range of texted music: Gregorian chant, Japanese Noh drama, English madrigals, Bach cantatas, 19th-century German lieder, operas by Mozart and Wagner, American musical theater, high modernist works by Schoenberg, Stockhausen, Berio and Lansky, as well as popular music. Some knowledge of music theory is required, and

familiarity with German is helpful, though all texts are provided with English translations. A lot of listening and reading, several short and analytical assignments, three essays. Prerequisite: one year of music theory or permission of instructor.

Credit 3 units.

L27 Music 3091 Jazz Improvisation I

An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes, and jazz scales. Exercises in basic aspects of the blues and in the styles of bebop and modern jazz. Prerequisite: Music 121J or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3112 Choral Music Before 1800

A study of choral music of the Western world, from the medieval period through the 18th century, examining both the repertoire itself and the evolution of the chorus. Topics include the development of various choral forms, the role of choral music in sacred and secular settings, the changing nature of choirs over the centuries, and the hallmarks of choral style and performance practice in the Medieval, Renaissance, Baroque and Classical periods. Choral music for small and large forces, both for voices alone and with accompaniment, are surveyed. Works from each period are examined from textual, analytical and cultural perspectives. Composers studied include Palestrina, Monteverdi, Handel, J. S. Bach, Mozart and Haydn, as well as lesser-known contemporaries. Prerequisite: Ability to read music is helpful, but not required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3113 Choral Music from Beethoven to the Present

A study of choral music of the Western world from the time of Beethoven to the present, examining both the repertoire itself and the evolution of the choral instrument. Topics include the development of various choral forms, the role of choral music in sacred and secular settings, the changing nature of choirs over the centuries, and the hallmarks of choral style and performance practice in the late Classical, Romantic, and Contemporary periods. Choral music for small and large forces, both for voices alone and with accompaniment, are surveyed. Works from each period are examined from textual, analytical and cultural perspectives. Composers studied include masters such as Beethoven, Schubert, Brahms, Britten, Stravinsky, as well as well-established present-day composers such as Lauridsen, Larsen and Whitacre. Prerequisites: Ability to read music is helpful, but not required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3132 Romantic Revolutions in European Music and Culture

The early 19th century in Europe witnessed sweeping changes in social, political and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music — which inspired an idealistic vision of the art form as a source of quasi-spiritual experience — and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although this course requires listening and viewing of musical works, it

is designed for students with intellectual curiosity but without prior musical background. We also require weekly readings, occasional presentations, three short papers and spirited class discussion.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 313E Introduction to Comparative Arts

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required. Same as L16 Comp Lit 313E

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 315 Selected Areas for Special Study I

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 317 Selected Area for Special Study

In-depth study in areas of special interest.

Credit 3 units.

L27 Music 320 The American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties and Fifties. Required screenings.

Same as L53 Film 359

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 321T Music Theory IV: Topics in Music Theory

Credit 3 units. BU: HUM

L27 Music 3221 Music Cognition

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

L27 Music 3223 Computational Models of Music Theory and Cognition

We will study computational models that simulate the perception of several aspects of music: phase structure, meter, melody, key, harmony, counterpoint, and texture. In addition to reading about and discussing these models, students will work with them directly by running them on their own. We will also spend some class time on perceptual experiments related to the models we study. Although the course will focus on models of perception, emphasis will be placed on ones that are also pertinent to music theory, and these connections will be discussed.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3231 Advanced Musicianship

Individualized instruction in advanced ear training, sight singing and dictation skills. Prerequisite: Music 2241.

Credit 3 units. BU: HUM

L27 Music 3232 Keyboard Skills V

Advanced skills in score reading, figured bass and improvisation, as well as drills, including seventh chords and modulation.

Prerequisite: Music 2242. One and one-half class hours a week.

Credit 1 unit.

L27 Music 3235 Compositional Craft in Film Scores and Musical Theatre

This course examines compositional techniques and aesthetics in two forms of popular music: film/television scores and musical theatre. Popular songs and other musical works associated with film, television, and musicals are analyzed from multiple perspectives, giving students insight into the sonic, visual, and dramatic techniques employed by major composers. Students engage with the material in rigorous yet practical ways, from analytical projects to deep-listening exercises. This approach emphasizes sonic experience and situated musicianship as the primary means of accessing complex concepts from music theory.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3236 Music Arranging for the Multi-Genre Artist

This course examines the practice of music arranging for numerous applications, including ensembles in jazz, rock, pop, a cappella, classical music, new music, and new media. Students analyze musical scores for small and large groups and compose arrangements in a variety of genres. Also learned are instrumentation, vocal ranges, basic orchestration, idiomatic instrumental techniques, chord voicings, and textures, all in the context of specific styles and genres. Overall, the course provides an introduction to industry-standard techniques of music arranging.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Cappella

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles from the precursors of American music to folk, rock, pop, rhythm and blues, Broadway, and a cappella. The course materials include applied popular music theory while examining the musical languages of each genre. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, singer-songwriter formats, bands and electronic media. Traditional composition and contemporary production practices are examined in detail as students learn to critically listen and find their personal musical styles.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3238 Towards a New Music

Towards a New Music addresses the numerous possibilities for emerging music, including future musics in a reimagined world of the nature of music itself. In our study, music is situated as part of a web of metapatterns that explain the structure and nature of musical materials, the actions in composition and improvisation, and musical phenomena. Students are placed on a listener's journey of discovery to find the nature of music through philosophy, cognitive science, mathematics, biology, architecture and the structure of sound itself. Music theory topics both simple and advanced are discussed in ways appropriate for the novice as well as the advanced student. The course functions as a music theory and music literature study through the lens of the humanities. The course embraces both culture and nature, seeking out the grand-scale patterns that help explain the qualities of our musical endeavor. The course begins with the archetypal patterns of space, both structural/formal and relational, and then turns to the concepts that infuse the workings of time: a virtual sonic reality of space and time and the mind of music, revealed in thought-provoking and new contexts. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 325 Instrumentation and Orchestration

A study of the principles of instrumentation and orchestration. In-class assignments will aid in the understanding of the capabilities and limitations of the orchestral instruments. Analysis of orchestral scores will provide insight into efficient and creative use of the orchestra. Prerequisite: Music 121C or permission of the instructor. Credit 3 units.

L27 Music 326 Orchestration

A practicum in writing for orchestra and groups of orchestral instruments. Prerequisite: Music 325. Credit 3 units.

L27 Music 3271 Analysis and Performance

This course develops music-analysis skills useful to performers, focusing on topics such as form, phrase structure, texture, orchestration, style identification as a stage, and ear training. Students will analyze pieces they are working on in lessons and ensembles and periodically perform these pieces in class. Prerequisite: Music 122C or 122J, as well as concurrent enrollment in lessons or an ensemble. Credit 3 units. A&S IQ: HUM EN: H

L27 Music 328 History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required screenings. Same as L53 Film 360

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L27 Music 329 Advanced Composition Workshop I

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class. Prerequisite: Music 230 or permission of instructor. Credit 3 units.

L27 Music 330 Advanced Composition Workshop

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class. Credit variable, maximum 3 units.

L27 Music 330C Culture and Identity: The Voice: Singing Difference in the United States

This is a topics course that focuses on instances of identity and culture within the American scope. The topic varies by semester; see the Course Listings for a description of the current semester's offering. Same as L98 AMCS 330C. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L27 Music 3313 Interactivity and DSP: Laptop Music

This course is a project-based exploration of interactive "laptop music" using the Max/MSP programming environment. (Laptop not required; we have class desktops that will work, too.) It will cover the composition of interactive computer music as well as the theory and application of MIDI, synthesis, and digital signal processing. We will learn through weekly programming exercises, readings and tutorials, and engagement with scores, recordings, and software. For Midterm and Final Projects, students will design digital instruments and compose interactive pieces for the class to play as an ad hoc "laptop ensemble." Both pieces will be planned in advance and workshopped in class throughout the semester. Prerequisite: Permission of instructor. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 334 Symphony Orchestra

This is a course for a select ensemble of about 75 players that performs a repertoire from the baroque to the modern periods in four public concerts a year. Collegiate member, American Symphony Orchestra League. May be repeated for credit. Prerequisite: Admission by audition. Four rehearsal hours a week. Credit 1 unit.

L27 Music 339 Introduction to Conducting I

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor. Credit 2 units.

L27 Music 340 Introduction to Conducting II

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor. Credit 2 units.

L27 Music 3431 West African Music and Dance in Context

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Same as L29 Dance 343

Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L27 Music 3581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Same as L75 JIMES 3581

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L27 Music 3582 Music in Jewish Culture and Society

The common term "Jewish Music" raises numerous questions that emanate from the difficulty to define "Jewish" identity of any given music. This course deals with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the diaspora. We survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We study the background and the different characteristics of selected Jewish communities — Ashkenazic, Sephardic, Italian, Yemenite, and others — as well as instrumental music, questions of gender, and the relationship between music and text. A secondary goal of this course is the study of the bibliography and discography of Jewish musics.

Same as L75 JIMES 3582

Credit 3 units. A&S IQ: HUM, LCD EN: H

L27 Music 3583 The Soundtrack of Israeli History

This course explores connections between Israeli history, nationality and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories are surveyed through historical studies as well as through their musics and against the background of developments in 20th-century music.

Same as L75 JIMES 3583

Credit 3 units. A&S IQ: HUM, LCD EN: H

L27 Music 3585 Islam, Music, Muslim Media

How do Muslim individuals and communities understand and negotiate the relationship between sound and spirituality? How does Islamic philosophy challenge Western definitions of music? How do music and cultural practices reflect and shape diverse Muslim identities and political struggles? To what extent can we speak of an "Islamic world," musical or otherwise? In this course, we investigate Islamic musics and musical practices in the lives and experiences of Muslims throughout the world. We approach our study of Muslim musical practices with the understanding that the social, cultural and political contexts where music is created, disseminated and consumed inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We engage with a variety of academic, musical and media texts to develop interdisciplinary analyses about Islam, music, sound experience and Muslim subjectivities. Issues of nationalism and transnationalism, class, race and ethnicity, gender and sexualities, colonialism and postcolonialism, history and memory remain central to our exploration of spirituality and religion in Muslim musical and cultural practices.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L27 Music 3586 Combat Movie Music and Sound After Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films — action movies with a message for adult audiences — the course examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image are set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker*, and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisites: none.

Same as L53 Film 358

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 370G Jazz Guitar

Credit variable, maximum 2 units.

L27 Music 370J Jazz Brass

Credit variable, maximum 3 units.

L27 Music 370P Jazz Piano

Credit variable, maximum 2 units.

L27 Music 370S Jazz Strings

Credit variable, maximum 2 units.

L27 Music 370V Jazz Voice

Credit variable, maximum 2 units.

L27 Music 370W Jazz Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 375G Guitar

Credit variable, maximum 2 units.

L27 Music 375O Organ

Credit variable, maximum 2 units.

L27 Music 375P Piano

Credit variable, maximum 2 units.

L27 Music 375S Strings

Credit variable, maximum 2 units.

L27 Music 375V Voice

Credit variable, maximum 2 units.

L27 Music 375W Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 3951 Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Consult department for faculty selections in this course.

Credit variable, maximum 3 units.

L27 Music 3961 Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Consult department for faculty selection.

Credit variable, maximum 3 units.

L27 Music 400 Independent Study

Credit 3 units.

L27 Music 401 Elementary Technique of Electronic Music: Synth Lab

Individual and small group instruction in "classical" procedures and relevant electronic technology. Prerequisite: open to music majors; to others by permission of instructor. Credit contingent upon completion of Music 402.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 402 Advanced Techniques in Electronic Music: Studio Songwriting

How does the act of recording and manipulating sound change the way we write songs? How can the tones and moods of a recording interact with notes and rhythms and words? We will look for answers through experiments in composition, collaboration, and critical listening. Topics will include

beatmaking, sound collage, vocal manipulations, sampling, and virtual spaces. Formal training is not required, although we will engage (and learn) basic music theory concepts. Prerequisite: Permission of instructor.

Credit 3 units. EN: H

L27 Music 4052 Music, Sound, and the Body

This course examines theories of the body, embodiment, and the senses as they relate to music and sound practices. Readings draw on scholarship from ethnomusicology, anthropology and geography of the senses, sound studies, dance studies, performance studies, and music cognition. If ethnomusicology is "the study of people making music," this course explores how people make and experience music and sound with their bodies, through the full range of their senses. We will consider questions surrounding the ways in which musicians, audiences, listeners, and dancers perceive and experience music in their bodies and contribute to the making of sound. By centering the body, we will necessarily consider lived experience along intersecting axes of difference such as race, ethnicity, gender, sexuality, and (dis)ability. Course readings and discussions will therefore focus on the social and political affordances and limitations of body-based practices and their theorization. Case studies will include a broad range of sound-movement practices, from electronic dance music and black social dance to Sufi and Buddhist religious practices, queer taiko drumming, and deaf music-making. Over the course of the semester, students will develop their own project exploring course themes, and they will be asked to participate in music-movement workshops throughout the course. This is an upper-level/graduate-level course, so some knowledge of music and/or dance concepts is assumed, but neither previous music/dance experience nor normative bodily ability are required.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

L27 Music 411 Music of the Medieval Period

An intensive survey of Western monophonic and polyphonic music from the beginnings of Christian chant to ca. 1450.

Prerequisites: Music 3011 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 412 Music of the Renaissance Period

A survey of music literature from ca. 1450 to ca. 1600.

Prerequisite: Music 3011 or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 413 Music in the Baroque Era

An intensive survey of the primary musical forms and styles in 17th-century Italy, France, Germany and England. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4131 Music in the 18th Century

Musical activity in Europe during the 18th century is the subject of this course, which brings the high baroque, galant and classical eras into a single narrative. Patronage, publishing, star performers and highly specific musical publics were central to the music-making across the century. How these forces shaped the professional and creative lives of major 18th-century composers is a principal theme of the course. A broad range of 18th-century instrumental and vocal music is surveyed, including works by Corelli, F. Couperin, Vivaldi, Rameau, Telemann, Handel, Hasse, Haydn, Mozart, D. Scarlatti

and several members of the Bach family. Extensive listening assignments and score analysis are supplemented by readings drawn from recent scholarship and examination of 18th-century music publishing and other period sources in facsimile.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 414 Music of the Classic Period

An intensive survey of music literature from ca. 1750 to ca. 1830 with attention to the music of Haydn, Mozart, Beethoven and some of their predecessors. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units.

L27 Music 415 Music in the Romantic Era: Aesthetics and Ideologies

This course explores pivotal developments in 19th-century thinking about music's cultural and aesthetic significance -- developments that reverberate well beyond that historical period. Rather than surveying repertoire, we will emphasize in-depth exploration of selected issues and music, reading important contemporary writings and grappling with challenging musical works. Our topics will include discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences. Our topics will include, to cite but a few examples, discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L27 Music 416 Contemporary Music

Survey of musical styles from the end of the 19th century to the Postmodernism of the 1980s. Developments in music considered in context of intellectual history of the century with specific attention to parallels with literature and visual arts. Readings from a variety of sources and extensive listening assignments. Prerequisite: Music 3013 or permission of instructor.

Credit 3 units. A&S IQ: HUM

L27 Music 4161 Divas, Monsters, Material Girls: Women in Music Videos

The stark black and white of Madonna's "Vogue" and the pinks and sparkles of "Material Girl." The lavish cinematic spectacle of Lady Gaga's "Telephone" and the thinkpiece-launching intertextuality of Ariana Grande's "thank u next." The explosive surprise releases of Beyoncé's "BEYONCÉ" and "Lemonade" visual albums. Since MTV's advent in 1981, hit music videos have made a number of pop songs inextricable from the iconic imagery of their videos; ubiquitous digital devices and the rise of YouTube have only increased pop music's audiovisuality. Looking at and listening to female pop icons raises fraught questions of agency, representation, race, sexuality/sexualization, bodies, commodification, and capital. In this course, students will gain a vocabulary for talking about both the audio and visual parameters of music videos, and they will use this vocabulary to engage with critical frameworks for examining meaning, circulation, and reception in contemporary music videos. Assignments across the course will allow students to experiment with a range of writing and media genres, from critical close readings, micro-reception histories, mock (or real) thinkpieces, podcast episodes, and video essays.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L27 Music 4221 Introduction to the Analysis of 20th-Century Music

An introduction to theory and analysis of music from the 20th-century repertoire. In-class analysis and individual assignments emphasize aural understanding and tools for modeling pitch structures in post-tonal and 12-tone works. In the latter portion of the course focus turns toward works in which pitch structures play a smaller role. Prerequisite: Music 222 (for undergraduates) or Music 423 (for graduates).

Credit 3 units. A&S IQ: HUM

L27 Music 423 Analysis I

A study of structural principles underlying music of all periods: motivic usage, melodic shape, varieties of texture and structure with an emphasis on fugue, variation forms and proportional forms such as rondo and sonata-allegro. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4232 Graduate Keyboard Skills

Graduate Keyboard Skills prepares students to take the Keyboard Skills exam.

L27 Music 424 Analysis II

Continuation of Mus 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets, late works by Beethoven, chamber music and symphonies of Brahms and symphonies of Mahler. Prerequisite: Mus 423 or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L27 Music 425 Counterpoint I

Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Music 222.

Credit 3 units.

L27 Music 426 Counterpoint II

Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Music 222.

Credit 3 units.

L27 Music 427 Selected Areas for Special Study

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 428 The Solo Song of Brahms

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4281 The Italian Madrigal

The most important musical genre of the late Renaissance, the madrigal, intersects with poetry, theater and the visual arts, and thus, constitutes an ideal point of entry to early modern Italy. This course explores the stylistic development of the madrigal

from its origins in the early 16th century to its demise some hundred years later. The course is structured around close readings of madrigals by Verdelot, Arcadelt, Willaert, Rore, Wert, Marenzio, Luzzaschi, Fontanelli, Gesualdo and Monteverdi. Secondary readings focus on the relation between words and music; the construction of subjectivity; concepts of mode; theories of chromaticism; and performance practice, framed in the context of 16th-century society and culture. Prerequisite: Music 3011, graduate standing or permission of instructor. Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4282 The "Crossover" Tradition in Anglo-American Music Theater

The musical stage in the United States and Britain has remained a vital artistic and commercial arena over the past 100 years despite the emergence of mass media formats such as film and television. Audiences continue to clamor for stage stories where actors sing or singers act, and composers, writers, producers and directors have created a stunning variety of musical theater styles to meet the demand. This course surveys important English-language operas, operettas and singer-centered musicals from the turn of the 20th century to the start of the 21st with an emphasis on "crossover" works that blur the lines between opera and the commercial musical stage. All the works included in the course continue to be performed today, forming a core repertory of music theater works in English that emphasize singers and singing. The overlapping, ever-changing spheres of the opera house and Broadway and West End theaters provide the geography of the course, which is peopled by performers, creators and audiences. In-class analysis of 14 works focuses on how the singing voice has been used as an expressive vehicle and how theater singers have adapted to an age of amplification and recording. Works studied include *Carousel*, *Sweeney Todd*, *The Phantom of the Opera*, *Show Boat*, *Candide*, *Street Scene*, *The Pirates of Penzance*, *The Light in the Piazza*, *My Fair Lady*, *Albert Herring*, *Porgy and Bess*, *The Most Happy Fella*, *Margaret Garner* and *The Student Prince*. In-class singing is encouraged as a means to get inside the musical and dramatic values of these works. Prerequisites: ability to read music, and graduate or upper-division standing.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 429 Composition

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 330 or permission of instructor.

Credit variable, maximum 3 units.

L27 Music 430 Composition

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 429 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4311 Black Experimental Music

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the

Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 4370 Music and Performance

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater, and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Same as L98 AMCS 4370

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 439 Diction I

Principles of Italian, French, and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM

L27 Music 4530 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.

Same as L29 Dance 453

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4539 Advanced Conducting I

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.

Credit 2 units. A&S IQ: HUM

L27 Music 4540 Advanced Conducting II

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.

Credit 3 units.

L27 Music 4561 Soundtrack Studies: Music, Voices, Noise

This course considers the interaction of film, sound and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Films screened include Meek's *Cutoff*, *Blow Out*, *Days of Heaven*, *Sous le toits de Paris*, *Love Me Tonight*, *Casablanca*, *Alien*, *Apocalypse Now*, *La cérémonie*, *Le Cercle rouge*, *The Pillow Book*, *The Scent of Green Papaya*, and *The Bourne Ultimatum*. The course is in seminar format. Readings from recent scholarly work on film sound and music inform class discussions of the screened films. Close analysis of how music, sound and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course is the development of specific listening skills that are useful when working in this area. Targeted writing assignments ask students to write about film sound and music from a variety of critical and historical perspectives. Prerequisites: graduate status or completion of Film 360 The History of the Film Score, or AMCS 360 or Music 328 and permission of the instructor. Required screenings. Same as L53 Film 456

Credit 3 units. A&S IQ: HUM EN: H

L27 Music 4571 Soundtrack Studies: Music, Voices, Noise

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of "liveness" in recorded audiovisual media; and the aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not

required, but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisite: Graduate status or completion of a 300-level FMS or Music course and permission of instructor.

Same as L53 Film 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 461 Piano

Credit variable, maximum 3 units.

L27 Music 4613 Fortepiano

Credit variable, maximum 3 units.

L27 Music 462 Piano

Credit variable, maximum 3 units.

L27 Music 4621 Ancient Greek and Roman Music

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes toward music, and its contribution to public and private life. The focus throughout is on our ancient sources, both literary and archaeological.

Same as L08 Classics 462

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L27 Music 4623 Fortepiano

Credit variable, maximum 3 units.

L27 Music 463 Harpsichord

Credit variable, maximum 3 units.

L27 Music 464 Harpsichord

Credit variable, maximum 3 units.

L27 Music 470G Jazz Guitar

Credit variable, maximum 2 units.

L27 Music 470J Jazz Brass

Credit variable, maximum 3 units.

L27 Music 470P Jazz Piano

Credit variable, maximum 2 units.

L27 Music 470S Jazz Strings

Credit variable, maximum 2 units.

L27 Music 470V Jazz Voice

Credit variable, maximum 2 units.

L27 Music 470W Jazz Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 475G Guitar

Credit variable, maximum 2 units.

L27 Music 475O Organ

Credit variable, maximum 2 units.

L27 Music 475P Piano

Credit variable, maximum 3 units.

L27 Music 475S Strings

Credit variable, maximum 2 units.

L27 Music 475V Voice

Credit variable, maximum 3 units.

L27 Music 475W Winds and Percussion

Credit variable, maximum 2 units.

L27 Music 477 Voice

Credit variable, maximum 3 units.

L27 Music 478 Voice

Credit variable, maximum 3 units.

L27 Music 4991 Senior Project: Musicology or Analysis

Supervised research in music history or analysis culminating in a major paper. Required of Bachelor of Music students whose program focuses on music history or analysis. Prerequisite: senior standing.

Credit 3 units.

L27 Music 4992 Senior Capstone: Performance, Composition, or Theory

Supervised work in performance, composition or theory culminating in some combination of a paper, composition and/or performance. Required of Bachelor of Music students whose program focuses on performance, composition or theory. Prerequisite: senior standing.

Credit 3 units.

L27 Music 4993 Senior Honors Capstone: Musicology or Analysis

Prerequisites: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department.

Credit 3 units. EN: H

L27 Music 4994 Honors Project: Performance, Composition or Theory

Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, the director of undergraduate studies and the chair of the department.

Credit 3 units. EN: H

Performing Arts

Performing Arts at Washington University comprise dance (p. 904) and drama (p. 905).

Dance

Students may select dance (p. 468) as a major through the Performing Arts Department. This course of study combines intensive studio work in the technique and theory of modern dance, ballet and composition with seminars that examine dance as a global phenomenon containing forms that reflect culturally specific historical, aesthetic and ethnological features. The program also includes a broad range of courses such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. In addition, students may choose to minor in dance or in world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside of Euro-American traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

The senior capstone experience is framed in consultation with Performing Arts faculty. In April, prior to registration for the fall semester, dance majors discuss the capstone requirement with their advisors. The dance capstone requirement can be satisfied by a senior honors thesis or a senior dance project. The format may range from a research paper or a written analysis of the student's dance development to a project emphasizing movement expression (e.g., the creation of a video résumé, a performance or a choreographic project). In all cases, dance capstones have a written component.

Those who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists-in-residence who teach master classes and set choreography.

Students may audition for the Washington University Dance Theatre, which holds annual auditions for students. Selected students will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. Dance students particularly interested in performance may audition for the student repertory company, Washington University Dance Collective (WUDC). WUDC rehearses and performs throughout the year at area venues and on campus. Students may also participate in departmental drama productions as well as student-directed work in choreography and theater. Each year, students have the opportunity to attend the regional American College Dance Conference to adjudicate work, perform, and take master classes.

Dance students may pursue study abroad at the University of Auckland, New Zealand; University of Ghana, Legon; and Roehampton University, London. With approval from the Dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

Drama

The drama (p. 479) major combines rigorous training in theater and performance studies (world theater history, performance theory, and dramatic criticism) with theater production, including courses in playwriting, acting, directing, devising, design (i.e., set, costume, lighting, and sound), and experimental digital performance.

In this program, which analyzes theater and performance as forms of cultural expression, students can take a wide variety of courses covering the history of world theater in comparative relation. Ranging from the ritual practices that emerged into the dramas of Ancient Greece to the post-dramatic explorations of habituated movements we make in everyday life, performance is studied as a corporeal practice and material embodiment of cultural meanings. By understanding performance as both an artistic practice and a sociological phenomenon, students learn to think critically about the complex ways that cultures make meanings in the forms and practices of embodied movement.

In small, individualized classes (capped at a maximum of 16 students and characterized by a high number of weekly contact hours), professionally and academically trained faculty lead students in practice and discussion, helping them make connections between the study of theater as a liberal art and the application of skills in production. In acting, the department offers four courses that cover scene and character study, acting styles, and solo performance work. A two-course directing sequence issues into a public showing of student-directed work, and some students have chosen to direct a fully designed production as their Senior Honors thesis. Recent graduates of the acting and directing sequence have been placed in prestigious MFA programs, in internships and jobs in regional American theaters, and in various professional schools and graduate programs. Our nationally recognized program in design and technical theater offers students a varied selection of costume, scene, lighting and sound design courses. A highly successful playwriting program, enriched by the annual A.E. Hotchner Playwriting Competition and workshops run by leading American dramaturgs, has produced playwrights whose work is now being performed in nationally recognized venues such as Chicago's Steppenwolf Theater, as well as film and television.

The culture of performance is abundantly rich at Washington University. A wide array of student theater ensembles and improvisation groups provides many opportunities for student-generated performance on campus.

Since 1991, the Performing Arts Department and the Globe Education Program have collaborated in the teaching of Shakespeare's plays. In either a two-semester first-year seminar or a four-week intensive summer program, students can explore the textual meanings, historical contexts, and cultural significance of Shakespeare's plays both as literature and in performance. Working with Performing Arts faculty as well as Globe personnel, students learn to bring Shakespeare's plays

to life in master classes that teach them how to voice his poetry, realize his characters, and perform stage combat. Both course options offer students a summer study abroad opportunity to visit Shakespeare's birthplace in Stratford-upon-Avon and the reconstructed Globe Theater in London, culminating in their own performance on the Globe stage.

Phone: 314-935-5858
Email: pad@artsci.wustl.edu
Website: http://pad.artsci.wustl.edu

Faculty

Chair

Julia Walker (<https://pad.wustl.edu/people/julia-walker/>)
PhD, Duke University
(Drama)

Professors

Robert K. Henke (<https://pad.wustl.edu/people/robert-henke/>)
PhD, University of California, Berkeley
(Drama)

Henry I. Schvey (<https://pad.wustl.edu/people/henry-i-schvey/>)
PhD, Indiana University
(Drama)

Associate Professors

Pannill Camp (<https://pad.wustl.edu/people/pannill-camp/>)
PhD, Brown University
(Drama)

Paige McGinley (<https://pad.wustl.edu/people/paige-mcginley/>)
PhD, Brown University
(Drama)

Assistant Professors

Joanna Dee Das (<https://pad.wustl.edu/people/joanna-dee-das/>)
PhD, Columbia University
(Dance)

Elizabeth Hunter
PhD, Northwestern University
(Drama)

Teaching Professors

Robert Mark Morgan (<https://pad.wustl.edu/people/robert-mark-morgan/>)
MFA, San Diego State University
(Drama)

Andrea Urice (<https://pad.wustl.edu/people/andrea-urice/>)
MFA, University of Virginia
(Drama)

Professors of Practice

Christine Knoblauch-O'Neal (<https://pad.wustl.edu/people/christine-knoblauch-oneal/>)
Director of Graduate Studies, Dance (MFA)
PhD, Texas Woman's University
(Dance)

David W. Marchant (<https://pad.wustl.edu/people/david-marchant/>)
MFA, University of Iowa
(Dance)

Jeffery S. Matthews (<https://pad.wustl.edu/people/jeffery-matthews/>)
MFA, Virginia Commonwealth University
(Drama)

Annamaria Pileggi (<https://pad.wustl.edu/people/annamaria-pileggi/>)
MFA, Brandeis University
(Drama)

Cecil Slaughter (<https://pad.wustl.edu/people/cecil-slaughter/>)
MFA, University of Iowa
(Dance)

William Whitaker (<https://pad.wustl.edu/people/william-whitaker/>)
MFA, Florida Atlantic University
(Drama)

Artist-in-Residence

Ron Himes (<https://pad.wustl.edu/people/ron-himes/>)
Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University
(Drama)

Distinguished Performing Artist

Antonio Douthit-Boyd
Distinguished Performing Artist
(Dance)

Senior Lecturer

Sean Savoie (<https://pad.wustl.edu/people/sean-savoie/>)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Lecturer

Dominique Green (<https://pad.wustl.edu/people/dominique-green/>)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Postdoctoral Fellow

Elinor Harrison
PhD, Washington University in St. Louis
(Dance)

Professor Emerita

Mary-Jean Cowell (<https://pad.wustl.edu/people/mary-jean-cowell/>)
PhD, Columbia University
(Dance)

Majors

The Performing Arts Department offers majors in dance and in drama. For the major in dance, visit the Dance (p. 470) page. For the major in drama, visit the Drama (p. 480) page.

Minors

The Minor in World Music, Dance and Theater

Required units: 17 to 19

Required courses:

Code	Title	Units
Music 1021	Musics of the World	3
Dance 331	Movement and Meaning: Dance in a Global Context	3

One to two of the following courses (3-5 units):

Code	Title	Units
AFAS 301	A History of African-American Theater	3
Chinese 467	The Chinese Theater	3
Drama 223	Cross-Cultural Women Playwrights	3
Dance 343	West African Music and Dance in Context	2
Japan 446	The Japanese Theater	3

Elective courses (8 units):

Code	Title	Units
Drama 368	Black Theater Workshop III	3
Music 3021	Music of the African Diaspora	3
Music 3022	Native American Musical Traditions of the Western United States	3
Dance 305Z	Music Resources for Dance	2

Dance 340	Ballet as Ethnic Dance and Classical Art	3
Dance 343	West African Music and Dance in Context	2

Additional electives available in University College (U31):

Code	Title	Units
Dance 235	Dance Doorway to India	2
Dance 328	Dance of West Africa: Intermediate	2
Dance 335	Bharata Natyam as Movement Narrative	1

Additional Information

This is an interdisciplinary minor that draws on the distinctive methodologies and training inherent in several disciplines. This minor encourages the student already interested in the performing arts to explore those outside Euro-American traditions. However, students majoring in fields such as anthropology, political science, psychology, education, comparative literature, history and foreign languages may find this minor a useful complement to their primary discipline.

The Minor in Dance

For the minor in dance, visit the Dance (p. 471) page of this *Bulletin*.

The Minor in Drama

For the minor in drama, visit the Drama (p. 481) page of this *Bulletin*.

Courses

Dance

For dance courses, visit the Dance (p. 472) page of this *Bulletin*.

Drama

For drama courses, visit the Drama (p. 482) page of this *Bulletin*.

Philosophy

Philosophy tackles central questions in human life, such as the following: *What counts as human knowledge? How should I live? What is truth? How is the mind related to the body? What is a just society?* These difficult but fundamental questions are rigorously explored in philosophy and worked through by drawing on the historical tradition and utilizing careful reasoning. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy plays a vital role in a well-rounded liberal arts education.

Philosophy courses at Washington University provide opportunities to gain deeper knowledge of the history of philosophy, from the work of the ancient philosophers Plato and Aristotle through key thinkers such as Descartes and Kant to the present. Students can study the interface between philosophy and other disciplines (e.g., psychology, environmental studies, women's studies, law, political science); they can also examine the methods of inquiry and the underlying conceptual frameworks of scientific work itself. Courses in logic equip students to think and argue clearly and rigorously, while courses in analytic philosophy allow for the exploration of fundamental questions about knowledge and metaphysics. The department offers a variety of courses in ethics, where students can consider different theoretical approaches to current political, social, medical and environmental problems.

Phone: 314-935-6670
Email: philosophy@wustl.edu
Website: <http://philosophy.artsci.wustl.edu>

Faculty

Chair

Ron Mallon (<http://philosophy.artsci.wustl.edu/people/ron-mallon/>)

Chair, Department of Philosophy
Director, Philosophy-Neuroscience-Psychology Program
PhD, Rutgers University

Professors

Rebecca "Becko" Copenhagen (<https://philosophy.wustl.edu/people/becko-copenhagen/>)

PhD, Cornell University

Carl Craver (<https://philosophy.wustl.edu/people/carl-craver/>)

PhD, University of Pittsburgh

John Heil (<https://philosophy.wustl.edu/people/john-heil/>)

PhD, Vanderbilt University

Jonathan Kvanvig (<https://philosophy.wustl.edu/people/jonathan-kvanvig/>)

PhD, University of Notre Dame

Matt McGrath (<https://philosophy.wustl.edu/people/matt-mcgrath/>)

PhD, Brown University

Casey O'Callaghan (<https://philosophy.wustl.edu/people/casey-ocallaghan/>)

PhD, Princeton University

Anya Plutynski (<https://philosophy.wustl.edu/people/anya-plutynski/>)

PhD, University of Pennsylvania

Paula "Lori" Watson (<https://philosophy.wustl.edu/people/lori-watson/>)

PhD, University of Illinois-Chicago

Kit Wellman (<https://philosophy.wustl.edu/people/kit-wellman/>)

PhD, University of Arizona

Associate Professors

Anne Margaret Baxley (<https://philosophy.wustl.edu/people/anne-margaret-baxley/>)

Director of Undergraduate Studies
PhD, University of California, San Diego

Eric Brown (<https://philosophy.wustl.edu/people/eric-brown/>)

PhD, University of Chicago

Allan Hazlett (<https://philosophy.wustl.edu/people/allan-hazlett/>)

Director of Graduate Studies
PhD, Brown University

Brett Hyde (<https://philosophy.wustl.edu/people/brett-hyde/>)

PhD, Rutgers University

Assistant Professors

Zoe Jenkin (<https://philosophy.wustl.edu/people/zoe-jenkin/>)

PhD, Harvard University

Jake Quilty-Dunn (<https://philosophy.wustl.edu/people/jake-quilty-dunn/>)

PhD, The Graduate Center, CUNY

Lecturers

Anne Baril (<https://philosophy.wustl.edu/people/anne-baril/>)

PhD, University of Arizona

Jason Gardner (<https://philosophy.wustl.edu/people/jason-gardner/>)

PhD, Washington University in St. Louis

Nicholas Koziolk (<https://philosophy.wustl.edu/people/nic-koziolk/>)

PhD, University of Chicago

Boyd Millar (<https://philosophy.wustl.edu/people/boyd-millar/>)

PhD, University of Toronto

McDonnell Postdoctoral Fellows

Amanda Evans (<https://philosophy.wustl.edu/people/amanda-evans/>)

PhD, The University of Texas at Austin

Mason Westfall (<https://philosophy.wustl.edu/people/mason-westfall/>)

PhD, University of Toronto

Professors Emeriti

Dennis DesChene (<https://philosophy.wustl.edu/people/dennis-des-chene/>)

PhD, Stanford University

J. Claude Evans (<https://philosophy.wustl.edu/people/claude-evans/>)

PhD, State University of New York–Stony Brook

Lucian W. Krukowski (<https://philosophy.wustl.edu/people/lucian-krukowski/>)

PhD, Washington University

Jerome P. Schiller (<https://philosophy.wustl.edu/people/jerome-schiller/>)

PhD, Harvard University

Mark Rollins (<https://philosophy.wustl.edu/people/mark-rollins/>)

PhD, Columbia University

Joseph S. Ullian (<https://philosophy.wustl.edu/people/joe-ullian/>)

PhD, Harvard University

Majors

The Major in Philosophy

Total units required: 27; at least 6 units must be at the 400 level, and an additional 15 units must be at the 300 level or above.

Majors are encouraged to take more than this minimum number of courses, especially if they are considering graduate work in philosophy. Majors and minors are encouraged to fulfill the writing-intensive requirement by taking Phil 390 Philosophical Writing. All majors are required to complete a capstone experience in philosophy: either an honors thesis (Phil 499) or the philosophy capstone course (Phil 3991). Majors who are planning to do graduate work in philosophy should attain at least reading proficiency in German, Greek, Latin or French.

Required courses:

Majors must complete at least one core course in each of the three areas below. Students who do not take Phil 390 will be required to take one additional core course. The core courses, by area, are as follows:

Contemporary/Analytic Philosophy:

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

History of Philosophy:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

Value Theory:

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 339F	Philosophy of the Arts	3
Phil 340F	Social and Political Philosophy	3
Phil 345F	Issues in Applied Ethics	3
Phil 346	Philosophy of Law	3
Phil 361	Philosophy of Emotions	3

On occasion, it may be appropriate to substitute a 400-level course in one of these areas for a 300-level core course; individual petitions for substitutions will be considered by the director of undergraduate studies. Generally, for a course to count either as "core" or as partly satisfying the requirement for 6 units at the 400 level, it must be home-based in Philosophy. At most, 3 units of credit in Phil 499 or Phil 500 can be counted toward the required 6 units of 400-level course work.

Optional tracks: The department offers the following three special tracks through the major: the philosophy research track, the law and policy track, and the philosophy of science track. For more information about these tracks, please visit the Department of Philosophy website (<https://philosophy.wustl.edu/major-and-minor-requirements/>).

Philosophy Research Track

The philosophy research track is especially recommended for students who plan to pursue graduate studies and an advanced degree in philosophy, which is a must for anyone interested in a career as a university or college philosophy teacher. It will give the student a broad background in philosophy, which is a competitive advantage when applying to graduate programs in the field.

Requirements:

- At least 36 units total
- Phil 100G Logic and Critical Analysis
- One 100-level class in addition to Phil 100G Logic and Critical Analysis, preferably Phil 120F Problems in Philosophy or Phil 125C Great Philosophers
- **In Contemporary/Analytic:**

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 3113	Theory of Knowledge	3
or Phil 3481	Introduction to Metaphysics	
Phil 306G	Philosophy of Language	3
or Phil 315	Philosophy of Mind	
or Phil 321G	Philosophy of Science	
or Phil 361	Philosophy of Emotions	
Total Units		9

- **In History:** Any two core courses (a 400-level History course may be substituted for a second 300-level course):

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

- **In Value Theory** (Phil 4310 or Phil 4315 can satisfy a 400-level requirement):

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 4310	Metaethics	3
or Phil 4315	Normative Ethical Theory	
or Phil 361	Philosophy of Emotions	
Total Units		6

- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 30 units at the 300 level or above (including core courses)*
- At least 6 of those 30 units at the 400 level**
- Courses taken pass/fail **cannot** count toward the major.

Law and Policy Track

This track is especially recommended for students who intend to pursue a career in law or public policy. The track involves taking certain specific courses for the major (and possibly a few extra courses) that will provide the student with additional preparation and a competitive edge when applying to law school, postgraduate programs in public policy, and related jobs.

Requirements:

- At least 27 units total
- Phil 100G Logic and Critical Analysis or Phil 301G Symbolic Logic
- Strongly recommended: a 100-level class in addition to Phil 100G Logic and Critical Analysis
- One core course in **Contemporary/Analytic** and one core course in **History**

Contemporary/Analytic Courses:

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

History Courses:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

- Phil 340F Social and Political Philosophy and Phil 346 Philosophy of Law
- Strongly recommended: at least one other **Value Theory** course:

Code	Title	Units
Phil 340F	Social and Political Philosophy	3
Phil 346 or Phil 361	Philosophy of Law Philosophy of Emotions	3

- Strongly recommended: at least one 200-level course
- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 21 units at the 300 level or above (including core courses)*
- At least 6 of those 21 units at the 400 level**
- Courses taken pass/fail **cannot** count toward the major.

Philosophy of Science Track

The philosophy of science track is available only as a second major in combination with work in one or more of the sciences. It is intended for those students with a scientific background who have an interest in pursuing philosophical issues relating to the natural and physical sciences.

Requirements:

- At least 27 units total
- **In Contemporary/Analytic:**

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 321G	Philosophy of Science	3
Total Units		6

- **In History:** Any one of the core courses listed below:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 358	Conceptual Foundations of Modern Science	3

- **In Advanced Philosophy of Science:**

Code	Title	Units
Phil 4210	Topics in Advanced Philosophy of Science	3

- Any three of the supplementary courses listed below, which must include Phil 390 Philosophical Writing if the writing-intensive requirement is to be fulfilled in Philosophy
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 27 units at the 300 level or above (including core courses)*
- At least 6 of those 27 units at the 400 level**
- Courses taken pass/fail **cannot** count toward the major.

Supplementary Courses:

General Philosophy Courses:

Code	Title	Units
Phil 390	Philosophical Writing	3
Phil 426	Theories of Concepts	3

Logic and Method Courses:

Code	Title	Units
Phil 403	Mathematical Logic I	3
Phil 404	Mathematical Logic II	3
Phil 405	Philosophical Logic	3
Phil 4051	Philosophy of Logic	3

Epistemology and Metaphysics Courses:

Code	Title	Units
Phil 3113	Theory of Knowledge	3
Phil 3481	Introduction to Metaphysics	3
Phil 4141	Advanced Epistemology	3
Phil 4142	Advanced Metaphysics	3
Phil 4332	Cognition and Computation	3

Life and Science Courses:

Code	Title	Units
Phil 3001	Philosophy of Medicine	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3

Mind and Science Courses:

Code	Title	Units
Phil 315	Philosophy of Mind	3
Phil 418	Current Controversies in Cognitive Science	3
Phil 419	Philosophy of Psychology	3
Phil 4212	Philosophy of Neuroscience	3
PNP 495	PNP Seminar (with approval of topic)	3

* At least 27 units of the required upper-level courses must be completed with a minimum of a C-.

** Three of these credits (one course) must not be from Honors Thesis or Independent Study.

Additional Information

Senior Honors: Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as thesis advisor. In addition, at the end of their junior year, they must have an overall grade-point average of at least 3.65. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage (<https://philosophy.wustl.edu/undergraduate-honors/>).

The Writing-Intensive Seminar: Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390, which is specially designated as writing intensive. It is typically taken during the junior year, and it is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course from any of the three core areas. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

Capstone Experience: All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking Phil 3991 Philosophy Capstone Course.

Please be aware that the capstone course is offered only in the spring semester, so students will need to plan their class schedules accordingly if they decide not to write an honors thesis. To qualify to write an honors thesis, at the end of their junior year, students must have a GPA of at least 3.5 in the major, a GPA of at least 3.5 in advanced philosophy courses, and an overall GPA of at least 3.65. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

Study Abroad: Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and about specific overseas programs is available from the departmental website (<https://philosophy.wustl.edu/study-abroad/>) and the study abroad advisor.

Minors

The Minor in Philosophy

Total units required: 18

Required courses:

Philosophy minors are required to complete at least 12 units at the 300 level or above, which must include at least one course in each of the following three core areas:

Contemporary/Analytic Philosophy:

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

History of Philosophy:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

Value Theory:

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 339F	Philosophy of the Arts	3
Phil 340F	Social and Political Philosophy	3
Phil 345F	Issues in Applied Ethics	3
Phil 346	Philosophy of Law	3
Phil 361	Philosophy of Emotions	3

Additional Information

Minors are encouraged to take the writing-intensive course Phil 390 Philosophical Writing. A philosophy minor must receive a grade of C- or higher in each course. Many philosophy courses can also be taken as part of a minor in history, philosophy of science, or legal studies.

The Minor in Philosophy of Science

Total units required: 18

Required courses:

Code	Title	Units
Phil 301G	Symbolic Logic	3
Phil 321G	Philosophy of Science	3
Phil 4210	Topics in Advanced Philosophy of Science	3
Total Units		9

Elective courses:

At least one of the following three courses:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 358	Conceptual Foundations of Modern Science	3

At least two courses from the following list:

Code	Title	Units
Phil 3001	Philosophy of Medicine	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 3481	Introduction to Metaphysics	3
Phil 390	Philosophical Writing	3
Phil 403	Mathematical Logic I	3
Phil 404	Mathematical Logic II	3
Phil 405	Philosophical Logic	3
Phil 4051	Philosophy of Logic	3
Phil 4141	Advanced Epistemology	3

Phil 4142	Advanced Metaphysics	3
Phil 418	Current Controversies in Cognitive Science	3
Phil 419	Philosophy of Psychology	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3
Phil 426	Theories of Concepts	3
Phil 4332	Cognition and Computation	3
PNP 495	PNP Seminar (with approval of topic)	3

Courses

Visit online course listings to view semester offerings for L30 Phil (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L30&crslvl=1:4>).

L30 Phil 100G Logic and Critical Analysis

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

L30 Phil 102 Introduction to Scientific Reasoning

This course analyzes scientists' reasoning strategies. Case studies from the history of astronomy, epidemiology, molecular biology, and neuroscience provide a basis for understanding of the character of scientific theories and the means by which they are evaluated. Special attention is given to the construction and evaluation of statistical and causal hypotheses, including experimental design, and to the use of scientific knowledge in public policy decision-making. Students acquire basic skills in critical thinking and scientific reasoning and an introductory understanding of issues in the philosophy of science.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L30 Phil 1061 Introduction to Political Theory

This course offers an undergraduate level introduction to the field of political theory. We will focus on three major themes—social justice, power and freedom, and democracy—reading some canonical texts, such as Bentham's Introduction to the Principles of Morals and Legislation and Marx's Capital, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.

Same as L32 Pol Sci 106

Credit 3 units. A&S IQ: SSC Art: FAAM BU: BA EN: S

L30 Phil 120F Problems in Philosophy

Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism;

moral theory and concepts of justice. A range of historical and contemporary views on these issues is considered. The aim of the course is to prepare students to think and write about philosophical problems on their own.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 125C Great Philosophers

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L30 Phil 131F Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 202A Puzzles and Revolutions: Text and Tradition

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science, by virtue of its role in the development of technology and the improvement of health, has brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings. Same as L93 IPH 201a

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L30 Phil 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 234F Business Ethics

Study of the nature and justification of economic systems, business organizations, and business practices. Focus on contemporary business and the ideology it embodies. Discussion of moral problems arising in business includes both the analysis of structural factors that cause them and the evaluation of courses of action that might resolve them.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 235F Introduction to Environmental Ethics

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students also learn some ethical and political theory.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 237F Introduction to Aesthetics

Study of characteristic problems in aesthetics and the philosophy of art, e.g., the nature of aesthetic entities, of aesthetic experience, and of individual differences in the various arts. Primary emphasis on solutions various theories offer to these problems.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

L30 Phil 239 Topics in Philosophy and Environment

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course focuses on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S IQ: HUM EN: H

L30 Phil 297 Undergraduate Independent Study

Prerequisite: permission of the department.
Credit variable, maximum 6 units.

L30 Phil 299 Internship in Philosophy

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center, the site supervisor and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.
Credit variable, maximum 3 units.

L30 Phil 3001 Philosophy of Medicine

Philosophy of Medicine is an investigation into what doctors know and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science?

If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How should we measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences or between medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, behavioral science)? What role, if any, should private industry (e.g., the pharmaceutical industry, the health insurance industry) play in shaping the practice of medicine? How should we define and measure "effectiveness" in medicine? Do values inform decision making about health policy, and, if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine through the critical analysis of texts and case studies in the history of medicine. Students do not need a background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals and to philosophy and science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate course work; students should consult the instructor for details.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 301G Symbolic Logic

In the first half of the course, we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course, we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Philosophy 100: An Introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course or for students who already have a strong background in mathematics. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

L30 Phil 306G Philosophy of Language

A survey of major philosophical problems concerning meaning, reference and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 308 Introduction to Semantics

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor. Same as L44 Ling 311

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L30 Phil 309 Topics in the Wilderness

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course focuses on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S IQ: HUM BU: ETH

L30 Phil 3090 Chinese Thought: What is a Good Life?

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We will examine early classical texts from the Daoist, Confucian, Mohist, and Legalist traditions, and we will follow arguments in which the thinkers expand upon, dispute, and respond to each other in regard to questions that are still important to us today. We will explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course will be the underlying question, "What is the good life?"

Same as L23 Re St 3090

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L30 Phil 3113 Theory of Knowledge

This course presents an introduction to epistemology, which is concerned with questions about knowledge, belief, evidence, and intellectual conduct and character. The course focuses on selected issues in epistemology, with the aim of providing a survey of contemporary work. Possible topics include the nature of knowledge and justification, probability, epistemic norms of assertion and action, philosophical skepticism, the value of knowledge, disagreement, intellectual virtue, and epistemic injustice. Prerequisite: One course in philosophy at the 100 or 200 level, or permission of instructor. Priority given to majors in philosophy and philosophy-neuroscience-psychology.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 315 Philosophy of Mind

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can nonlinguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 316 Mind and Morals

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are nonhuman animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 321G Philosophy of Science

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 327 Philosophy of Religion

This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 331F Classical Ethical Theories

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L30 Phil 339F Philosophy of the Arts

An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power, or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles? In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of "language," and the nature of literary interpretation.

Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP. Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

L30 Phil 340F Social and Political Philosophy

Study of certain fundamental issues concerning government, society and culture. For example: What are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L30 Phil 345F Issues in Applied Ethics

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive health care and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200 level in applied ethics; or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 346 Philosophy of Law

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 347C Ancient Philosophy

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems is discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L30 Phil 3481 Introduction to Metaphysics

This course is an introduction to central debates of contemporary analytic metaphysics. Metaphysics is concerned with the nature of the most general kinds of things and the relationship between these things. We will discuss the nature of and relationship between properties, material objects, persons, time, space, and modality. Prerequisite: one course in Philosophy at the 100 or 200 level or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L30 Phil 349C Descartes to Hume

An examination of major philosophical systems and problems in Modern Philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism, and skepticism, with readings selected from the continental rationalists, Descartes, Spinoza, and Leibniz, and from the British empiricists, Locke, Berkeley, and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L30 Phil 351 History of Western Philosophy: Modern

This course offers a survey of the history of 17th and 18th century Western (European) Philosophy, with a focus on the nature and limits of knowledge. Topics include skepticism, the mind-body relationship, the existence of God, the problem of induction, the distinction between primary and secondary qualities, personal identity, causation, and a priori versus a posteriori knowledge. We examine the canonical texts of Descartes, Locke, Berkeley, Hume, and Kant.

Credit 3 units. BU: ETH

L30 Phil 357C Kant and 19th-Century Philosophy

Examination of Kant and 19th-century philosophy. We will discuss Kant's "Copernican Turn" in metaphysics and epistemology, as well as his moral philosophy, and we will study works of selected 19th-century philosophers such as those of Hegel, Marx, Mill, and Nietzsche. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L30 Phil 358 Conceptual Foundations of Modern Science

Where does modern science come from? This course examines the winding paths by which the dominant scientific world-views of the 20th century became established. We will discuss a variety of broad themes: scientific method or methods, revolutionary science, the relationship between science and society, and the aims of science. This course is not intended to be a comprehensive survey of the history of science. Instead, we will focus upon a few key figures -- Galileo, Newton, Darwin -- and we will read both primary and secondary literature on their significance to these broad themes. Prerequisite: One course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L30 Phil 361 Philosophy of Emotions

Emotions like fear, joy, disgust, sadness and love are central to how we engage with each other and understand the world around us. But what can we say about what emotions are, how they function, and when they are valuable? This course will draw on research in philosophy as well as the social and cognitive sciences. The aim will be to develop a rich combination of conceptual, empirical, and phenomenological resources and bring them to bear on central questions about the nature and significance of emotions.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L30 Phil 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as the following: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200 level or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L30 Phil 375 Existentialism

The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisite: one course in Philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
HUM EN: H

L30 Phil 3801 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?

Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU:
IS EN: H

L30 Phil 390 Philosophical Writing

This seminar has a different topic of central philosophical importance each semester. Significant attention also is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. Limited to 15 students. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 397 Undergraduate Independent Study

Credit variable, maximum 6 units.

L30 Phil 3991 Philosophy Capstone Course

This course focuses either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as "the meaning of life" or "the concept of self." In either case, the course draws together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an honors project. Work for the course typically consists of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisites: senior standing and major in philosophy; preference given to those majors not pursuing Honors.

Credit 3 units. A&S IQ: HUM EN: H

L30 Phil 403 Mathematical Logic I

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness and decidability. Prerequisite: Phil 301G or equivalent or a background in mathematics.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L30 Phil 4030 Topics in East Asian Religion & Thought: Tools & Methods in East Asian Religions & Philosophies

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S IQ: HUM, LCD EN: H

L30 Phil 404 Mathematical Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Phil 403 or a strong background in mathematics.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 405 Philosophical Logic

What the philosophy student needs to know of logic, its techniques and its use as a tool in philosophical analysis. Some attention to the history of the subject and to its metatheory. Prerequisite: previous exposure to formal logic, or permission of instructor.

Credit 3 units.

L30 Phil 4051 Philosophy of Logic

This course surveys some important issues in the philosophy of logic. We begin with basic foundational issues in classical logic, including the relation of logic to psychological reasoning and Tarski's definition of logical consequence, and gradually go on to consider the motivations and status of well-known extensions (sometimes regarded as "neo-classical" logics) such as modal logics and second-order logic. In the last weeks of the course, we examine some outright challengers, including intuitionistic and paraconsistent logics. After evaluating the arguments for and against these challenges, we examine one recent, controversial view-logical pluralism — which suggests that we might not need to choose among the rival systems. Many of the readings for this course are classics of contemporary philosophy, and the subject is likely to be of especial interest to students who have interests in logic, and in the philosophy and foundations of mathematics and language. Some of the important ideas in the course presuppose at least a basic acquaintance with formal logic, and hence either Phil 100 or Phil 301 (or permission of the instructor) are prerequisites.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 4061 Topics in the Philosophy of Language

Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault, or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor.

Credit 3 units. BU: HUM

L30 Phil 4065 Advanced Philosophy of Language

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally. Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L30 Phil 409 Formal Methods for Philosophy

This course is an advanced course exploring formal methods in both logic and confirmation theory. It begins with an introduction to metatheory, which is explored in more depth in the 403-404 sequence on Mathematical Logic, addressing the basic metatheory for logic in addition to alternatives to standard first-order logic. The second part of the course focuses on modal

and other intensional logics. The final part of the course focuses on non-monotonic logics, focusing especially on Bayesian confirmation theory and decision theory. Prerequisite: 6 units of philosophy or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L30 Phil 410 Theories of Perception

A consideration of recent work in philosophy and cognitive science on the nature of perception and its contribution to thought, knowledge and behavior. Special attention is paid to two questions: To what extent can perceptual experience be changed through learning? In what sense do perceptual states have content? The relation of these issues to more general theories of mental content, to the possibility of objective and theory-neutral observation in science, and to the directness or indirectness of perception are discussed. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of instructor.

Credit 3 units.

L30 Phil 4141 Advanced Epistemology

An advanced survey of selected issues in contemporary epistemology. Careful attention will be given to one or more specific epistemological topics, such as skepticism, certainty, coherence, perception, induction, virtue epistemology, testimony, formal epistemology, the nature and value of understanding, or epistemic normativity. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 4142 Advanced Metaphysics

Through readings from both classical and contemporary sources, a single traditional metaphysical concern is made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality and possibility, and such positions as metaphysical realism, idealism, materialism, relativism and irrealism. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 418 Current Controversies in Cognitive Science

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L64 PNP 418

Credit 3 units. A&S IQ: HUM EN: H

L30 Phil 419 Philosophy of Psychology

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation,

different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 4210 Topics in Advanced Philosophy of Science

This course varies in topics related to philosophy of science from semester to semester. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 4212 Philosophy of Neuroscience

This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 423 Philosophy of Biological Science

This course examines a number of theoretical, conceptual, and methodological issues that arise in the attempts of biologists to explain living systems. One sort of problem concerns the relation between biology (and biological descriptions and explanations) and physics and chemistry. Biological phenomena have often seemed very different from ordinary physical phenomena in being teleological or goal oriented. Vitalists, accordingly, resisted the attempt to invoke physics and chemistry in the attempt to explain biological phenomena. But recently biology has come more and more to draw upon physics and chemistry; we will examine the conceptual frameworks that underlie these efforts. Another sort of problem concerns the adaptiveness of living organisms. Charles Darwin offered one naturalistic explanation of this feature, an explanation that was further developed in this century as the synthetic theory of evolution. A number of controversial issues have arisen within this context of adaptation, and the range of levels at which selection can occur. The ubiquity of evolution, moreover, has been challenged in recent years, as a number of non-selectionist explanations have recently been put forward. We will consider the arguments for the synthetic theory and these alternatives.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 426 Theories of Concepts

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we explore competing theories of concepts that have been proposed by philosophers, psychologists and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisite: one previous course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 430 Topics in Ethics

Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L30 Phil 4310 Metaethics

Ethics asks questions about right and wrong, good and bad, virtue and vice. Metaethics asks questions about ethics, including questions about whether we have any reason to do the right thing or to be virtuous, questions about whether it is possible to know the answer to ethical questions, and questions about what we mean by such ethical terms as "right" and "wrong" or "good and "bad." Influential metaethical views include relativism (on which ethical judgments are only true or false relative to an individual or culture) and moral skepticism (on which ethical knowledge is impossible). This course will introduce metaethics through an examination of selected texts and questions. Prerequisites: One previous course in philosophy at the 300 level, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 4315 Normative Ethical Theory

An exploration of the three major normative ethical theories debated by philosophers in the last hundred years: Kantian ethics, utilitarianism, and virtue theory. Authors covered in the course may include: Henry Sidgwick, R. M. Hare, R.B. Brandt, John Rawls, Bernard Williams, Philippa Foot, Thomas Nagel, Christine Korsgaard, Michael Slote, and Barbara Herman. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 4320 British Moralists

An investigation of the work of the great British moral philosophers of the 17th-19th centuries, especially Hobbes, Hume, and Mill. Other figures may include Reid, Butler, Hutcheson, Bentham, and Sidgwick. In considering these philosophers, we explore the relations between normative ethics, moral psychology, and political philosophy, and may include a discussion of legal, social and economic philosophies as well. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 4331 Topics in the Philosophy of Feminism

This course addresses selected advanced topics in feminist philosophy.

Credit 3 units.

L30 Phil 4332 Cognition and Computation

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We will be looking at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP PhD program. Prerequisites: at least two 400-level PNP courses cross-listed in Philosophy.

Same as L64 PNP 4332

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L30 Phil 438 Aesthetics

A careful consideration of selected issues regarding the experience of visual art, architecture, music or literature, as well as of the power or beauty of nature, people and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the artists' intentions matter? Some central concerns are: how do visual art and literary texts have "meaning," what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues? Prerequisites: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L30 Phil 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 451 Plato

An examination of some of Plato's most important dialogues, typically including *Gorgias*, *Phaedo*, and *The Republic*, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention is paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 452 Aristotle

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L30 Phil 4530 Hellenistic Philosophy

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L30 Phil 4550 Continental Rationalism

A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza and Leibniz are examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems or vice versa? The lines of development connecting these philosophers are traced, and such enduring problems as the relation of mind to body are examined. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 4551 17th & 18th Century British Philosophy

17th and 18th century British philosophy introduced a profound shift in how philosophers and scientists understood themselves, the natural world, society, politics, and culture. The new, Newtonian science altered their sense of the place of humans in the natural world and the scope of what could be studied scientifically. Social, political, and economic changes motivated new conceptions of human nature, culture, and society. And because Britain was an Empire, the theories developed in the 17th and 18th centuries on this island remain embedded in the way many people and cultures understand themselves and the natural world to this day. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 4570 Kant's Critique of Pure Reason

An in-depth investigation of Kant's *Critique of Pure Reason*, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers are used to situate Kant's work in a systematic and historical context, to present some "Kantian" positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 4575 Kant's Moral Theory

An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the *Critique of Practical Reason*, parts of the *Metaphysics of Morals*, *Perpetual Peace* and other writings. Supplementary readings are used to situate Kant's work in its systematic and historical context, to provide orientation in the world of Kant scholarship, and to introduce important contrasting views and criticisms. We also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisite: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L30 Phil 464 Advanced Continental Philosophy

A study of selected texts by such major figures of 20th-century continental philosophy as Husserl, Heidegger, Merleau-Ponty, Sartre, de Beauvoir, Levinas, Habermas, Foucault, Derrida and Irigaray. Such topics as phenomenology, hermeneutics, existentialism, critical theory, structuralism and post-structuralism are investigated. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

L30 Phil 465 Topics in the History of Philosophy

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

L30 Phil 480 History of Analytic Philosophy

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 497 Undergraduate Independent Study

Prerequisite: permission of the department.

Credit variable, maximum 6 units.

L30 Phil 499 Study for Honors

Prerequisites: Visit the Honors Thesis webpage (<http://philosophy.artsci.wustl.edu/undergraduate/honors-thesis-philosophy/>).

Credit 3 units.

Philosophy-Neuroscience-Psychology

Philosophy-Neuroscience-Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. Students who choose to major in PNP will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; they will also see new questions emerge and learn to pursue those as well. They will consider questions like the following: Is the mind-brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky's claim that language is an innate mental organ designed to generate an infinite number of sentences? PNP majors will seek answers to questions such as these in courses offered by PNP and PNP's affiliated departments.

Contact: PNP Office
Phone: 314-935-4297
Email: pnp@wustl.edu
Website: <http://pnp.artsci.wustl.edu>

Faculty

Director

Ron Mallon (<http://philosophy.artsci.wustl.edu/people/ron-mallon/>)

Professor; Chair, Department of Philosophy
PhD, Rutgers University
(Philosophy; Philosophy-Neuroscience-Psychology)

Core Faculty

Carl F. Craver (<https://philosophy.wustl.edu/people/carl-f-craver/>)

Professor
PhD, University of Pittsburg
(Philosophy; Philosophy-Neuroscience-Psychology)

Rebecca "Becko" Copenhaver (<https://philosophy.wustl.edu/people/becko-copenhaver/>)

Professor
PhD, Cornell University
(Philosophy; Philosophy-Neuroscience-Psychology)

Brett D. Hyde (<https://philosophy.wustl.edu/people/brett-hyde/>)

Associate Professor
PhD, Rutgers University
(Philosophy; Linguistics; Philosophy-Neuroscience-Psychology)

Zoe Jenkin (<https://philosophy.wustl.edu/people/zoe-jenkin/>)

Assistant Professor
PhD, Harvard University
(Philosophy; Philosophy-Neuroscience-Psychology)

Casey O'Callaghan (<http://pnp.artsci.wustl.edu/people/casey-ocallaghan/>)

Professor
PhD, Princeton University
(Philosophy; Philosophy-Neuroscience-Psychology)

Jake Quilty-Dunn (<https://philosophy.wustl.edu/people/jake-quilty-dunn/>)

Assistant Professor
PhD, The Graduate Center, CUNY
(Philosophy; Philosophy-Neuroscience-Psychology)

Participating Faculty

Richard A. Abrams (<http://psychweb.wustl.edu/people/richard-abrams/>)

Professor
PhD, University of Michigan
(Psychological & Brain Sciences)

David A. Balota (<http://psychweb.wustl.edu/people/david-balota/>)

Professor
PhD, University of South Carolina
(Psychological & Brain Sciences)

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)

Professor
PhD, University of Illinois at Urbana-Champaign
(Romance Languages and Literatures)

Cindy Brantmeier (<https://rll.wustl.edu/people/cindy-brantmeier/>)

Professor
PhD, Indiana University
(Romance Languages and Literatures; Education)

Todd S. Braver (<http://psychweb.wustl.edu/people/todd-braver/>)

Professor
PhD, Carnegie Mellon University
(Psychological & Brain Sciences)

Leonard Green (<https://psych.wustl.edu/people/leonard-green/>)

Professor
PhD, State University of New York–Stony Brook
(Psychological & Brain Sciences; Economics)

John Heil (<https://philosophy.wustl.edu/people/john-heil/>)

Professor
PhD, Vanderbilt University
(Philosophy)

Erik Herzog (<https://biology.wustl.edu/people/erik-herzog/>)

Professor
PhD, Syracuse University, Institute for Sensory Research
(Biology)

Patrick Hill (<https://pnp.wustl.edu/people/patrick-hill/>)

Associate Professor
PhD, University of Notre Dame
(Psychological & Brain Sciences)

Lori Markson (<https://psych.wustl.edu/people/lori-markson/>)

Associate Professor
PhD, University of Arizona
(Psychological & Brain Sciences)

Kathleen McDermott (<https://psych.wustl.edu/people/kathleen-mcdermott/>)

Professor
PhD, Rice University
(Psychological & Brain Sciences)

Camillo Padoa-Schioppa (<http://neurosci.wustl.edu/People/Faculty/camillo-padoa-schioppa/>)

Professor
PhD, Massachusetts Institute of Technology
(Anatomy and Neurobiology; Biological Engineering)

Jonathan Peelle (<http://jonathanpeelle.net/>)

Assistant Professor
PhD, Brandeis University
(Otolaryngology)

Anya Plutynski (<http://philosophy.artsci.wustl.edu/people/anya-plutynski/>)

Professor
PhD, University of Pennsylvania
(Philosophy)

Joseph L. Price (<https://medicine.wustl.edu/news/about/faculty-recognition/distinguished-faculty-awards/2014-2/joseph-l-price-phd/>)

Professor
PhD, Oxford University
(Anatomy and Neurology)

Larry Snyder (<http://neurosci.wustl.edu/People/Faculty/lawrence-snyder/>)

Professor
PhD, University of Rochester
(Anatomy and Neurobiology)

Mitchell S. Sommers (<https://psych.wustl.edu/people/mitchell-sommers/>)

Professor
PhD, University of Michigan
(Psychological & Brain Sciences)

Ray Sparrowe

Senior Lecturer
PhD, University of Illinois
(Olin Business School)

Paul S.G. Stein (<https://biology.wustl.edu/people/paul-stein/>)

Professor
PhD, Stanford University
(Biology)

James Wertsch (<https://anthropology.wustl.edu/people/james-wertsch/>)

Marshall S. Snow Professor in Arts & Sciences
PhD, University of Chicago
(Anthropology; American Culture Studies; Education;
International and Area Studies)

Desirée A. White (<https://psych.wustl.edu/people/desiree-white/>)

Professor
PhD, Washington University
(Psychological & Brain Sciences)

Jeffrey M. Zacks (<https://psych.wustl.edu/people/jeffrey-zacks/>)

Professor
PhD, Stanford University
(Psychological & Brain Sciences)

Endowed Professors

Deanna M. Barch (<http://psychweb.wustl.edu/people/deanna-barch/>)

Gregory B. Couch Professor of Psychiatry
PhD, University of Illinois
(Psychological & Brain Sciences; Radiology)

John Baugh (<https://anthropology.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(African and African-American Studies; American Culture
Studies; Anthropology; Education; English; Psychological &
Brain Sciences)

Pascal R. Boyer (<https://anthropology.wustl.edu/people/pascal-boyer/>)

Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre
(Anthropology; Religious Studies)

Steven E. Petersen (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=1480)

James S. McDonnell Professor of Cognitive Neuroscience
PhD, California Institute of Technology
(Neurology; Neurological Surgery; Psychological & Brain
Sciences)

Marcus E. Raichle (<http://www.nil.wustl.edu/labs/raichle/>)

Alan A. and Edith L. Wolff Distinguished Professor of Medicine
MD, University of Washington
(Radiology; Neurology; Neurobiology and Biomedical
Engineering)

Henry L. Roediger III (<https://psych.wustl.edu/people/henry-roediger/>)

James S. McDonnell Distinguished University Professor
PhD, Yale University
(Psychological & Brain Sciences; American Culture Studies)

Rebecca Treiman (<https://psych.wustl.edu/people/rebecca-treiman/>)

Burke and Elizabeth High Baker Professor of Child
Developmental Psychology
PhD, University of Pennsylvania
(Psychological & Brain Sciences)

McDonnell Postdoctoral Fellows

Amanda Evans (<https://philosophy.wustl.edu/people/amanda-evans/>)

PhD, The University of Texas at Austin

Mason Westfall (<https://philosophy.wustl.edu/people/mason-westfall/>)

PhD, University of Toronto

Majors

The Major in Philosophy-Neuroscience-Psychology

I. Core Undergraduate Requirements for PNP

All majors, regardless of track, complete an entry sequence and core requirements:

a. Entry Sequence

Students choose one of the following two sequences:

PNP Sequence

Code	Title	Units
PNP 200	Introduction to Cognitive Science	3
PNP 201	Inquiry in the Cognitive Sciences	3-4
or Psych 301	Experimental Psychology	

Mind, Brain, Behavior Sequence (MBB) Sequence

Code	Title	Units
FYP 120A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives	3
FYP 122	Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis	3
or PNP 200	Introduction to Cognitive Science	

b. Core Philosophy Requirements

Prerequisite:

Code	Title	Units
Phil 100G	Logic and Critical Analysis	3
or Phil 102	Introduction to Scientific Reasoning	
or Phil 120F	Problems in Philosophy	
or Phil 125C	Great Philosophers	

Upper Division Requirements:

Majors must take two courses at the 300 or 400 level:

- One must be either PNP 306 Philosophy of Language or PNP 315 Philosophy of Mind.
- One must be chosen from the following list:

Code	Title	Units
Music 3221	Music Cognition	3
Phil 3001	Philosophy of Medicine	3
Phil 339F	Philosophy of the Arts	3
Phil 3481	Introduction to Metaphysics	3
Phil 349C	Descartes to Hume	3

Phil 361	Philosophy of Emotions	3
Phil 366	Art and the Mind-Brain	3
Phil 390	Philosophical Writing (upon approval of subject matter, consult PNP office for each semester)	3
Phil 403	Mathematical Logic I	3
Phil 404	Mathematical Logic II	3
Phil 405	Philosophical Logic	3
Phil 4051	Philosophy of Logic	3
Phil 4061	Topics in the Philosophy of Language	3
Phil 410	Theories of Perception	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3
PNP 301	Symbolic Logic	3
PNP 306	Philosophy of Language	3
PNP 315	Philosophy of Mind	3
PNP 316	Mind and Morals	3
PNP 321	Philosophy of Science	3
PNP 3581	Conceptual Foundations of Modern Science	3
PNP 4065	Advanced Philosophy of Language	3
PNP 4141	Advanced Epistemology	3
PNP 4142	Advanced Metaphysics	3
PNP 418	Current Controversies in Cognitive Science	3
PNP 419	Philosophy of Psychology	3
PNP 4210	Topics in Advanced Philosophy of Science: Scientific Explanation	3
PNP 426	Theories of Concepts	3
PNP 4332	Cognition and Computation	3
PNP 495	PNP Seminar	3
PNP 496	PNP Seminar	3

c. Core Psychological & Brain Sciences Requirements

Prerequisite:

Code	Title	Units
Psych 100B	Introduction to Psychology	3

Upper Division Requirements:

Majors must take two courses at the 300 or 400 level:

- Unless the student has completed FYP 120A with a grade of B- or higher, they must take PNP 360 Cognitive Psychology or PNP 408 Psychology of Language
- One must be chosen from the following list:

Code	Title	Units
PNP 3151	Introduction to Social Psychology	3
PNP 3211	Developmental Psychology	3
PNP 330	Sensation and Perception	3
PNP 3401	Biological Psychology	3
PNP 3451	Genes, Environment, and Human Behavior	3
PNP 3531	Psychology of Personality	3
PNP 3541	Abnormal Psychology	3
PNP 360	Cognitive Psychology	3
PNP 361	Psychology of Learning	3
PNP 362	The Biological Basis of Human Behavior	3
PNP 380	Human Learning and Memory	3
PNP 408	Psychology of Language	3
PNP 4302	Cognitive Psychology Applied to Education	3
PNP 495	PNP Seminar	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301	Experimental Psychology	4
Psych 326	Introduction to the Psychology of Aging	3
Psych 357	Introduction to Clinical Psychology	3
Psych 358	Language Acquisition	3
Psych 374	Drugs, Brain, and Behavior	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4182	Perception, Thought and Action	3
Psych 4301	Contemporary Topics in Cognitive Development	3
Psych 4352	Reading and Reading Development (Writing Intensive)	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4625	Autobiographical Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4651	History and Modern Systems of Psychology	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3

II. Track-Specific Requirements

a. Courses Required for the Cognitive Neuroscience (CN) Track

Prerequisites:

Code	Title	Units
Biol 2960	Principles of Biology I *	3-4
or Psych 3401	Biological Psychology	
Biol 3058	Physiological Control Systems (recommended, not required)	2

* Permission of the instructor may be required before registering for Psych 3401.

Upper Division Requirements:

Students must take the following two courses:

Code	Title	Units
Biol 3411	Principles of the Nervous System	3
Psych 3604	Cognitive Neuroscience	3

b. Courses Required for the Language, Cognition and Culture (LCC) Track

Prerequisites:

Code	Title	Units
Anthro 170D	Introduction to Linguistics	3
Anthro 150A	Introduction to Human Evolution	3

Upper Division Requirements:

Majors must take two courses at the 300 or 400 level, chosen from the following list:

Code	Title	Units
Anthro 3383	Cognition and Culture	3
Anthro 3386	Language, Culture and Society	3
Ling 312	Phonetics	3
Ling 339	Introduction to Sociolinguistics	3
Ling 341	Linguistic Diversity in the United States	3
PNP 301	Symbolic Logic	3
PNP 306	Philosophy of Language	3
PNP 309	Syntactic Analysis	3
PNP 3111	Introduction to Semantics	3
PNP 313	Phonological Analysis	3
PNP 3171	Introduction to Computational Linguistics	3
PNP 320	Historical and Comparative Linguistics	3
PNP 362	The Biological Basis of Human Behavior	3

PNP 3662	Primate Biology	3
PNP 3701	Introduction to Hispanic Linguistics	3
PNP 396	Linguistics Seminar: Pragmatics in Second Language Learning	3
PNP 406	Primate Ecology and Social Structure	3
PNP 4065	Advanced Philosophy of Language	3
PNP 408	Psychology of Language	3
PNP 4122	Language and Gender	3
PNP 4192	Primate Cognition	3
PNP 466	Second Language Acquisition	3
PNP 467	Grammar and Vocabulary Acquisition	3
Psych 358	Language Acquisition	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4352	Reading and Reading Development (Writing Intensive)	3
Psych 4631	Introduction to Computational Cognitive Science	3
Span 3202	Debating Cultures: How Spanish Works	3
Span 413	Linguistics and Language Learning	3
Span 416	Introduction to Hispanic Linguistics	3
Span 469	Reading and Writing in a Second Language	3

III. Capstone

The capstone is required for honors students and first majors; it is recommended for second majors. It consists of one of the following:

- A PNP honors project (PNP 499, 6 units; requires PNP honors form to be filled out and approved by honors coordinator)
- The 2-unit PNP Reading Class plus PNP 495 or PNP 496
- The PNP Reading Class (formerly PNP Book Club) plus 3 advanced units of independent study (PNP 500). The independent study details (<https://pnp.wustl.edu/independent-study/>) are available on the PNP website.

Minors

The Minor in Philosophy-Neuroscience-Psychology

Total units required: 15 units, 9 of which must be at the 300 level or above

Required courses:

- A 6-unit introductory sequence:

Code	Title	Units
PNP 200 & PNP 201	Introduction to Cognitive Science and Inquiry in the Cognitive Sciences	6
--or--		
FYP 120A & FYP 122A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives and Ampersand: Introduction to the Study of the Mind Brain II	6

- 3 units of Philosophy:

Code	Title	Units
PNP 306 or Phil 306G	Philosophy of Language Philosophy of Language	3
--or--		
PNP 315 or Phil 315	Philosophy of Mind Philosophy of Mind	3

- 3 units of Neuroscience:

Code	Title	Units
PNP 3411 or Biol 3411	Principles of the Nervous System Principles of the Nervous System	3
--or--		
Psych 3604	Cognitive Neuroscience	3

- 3 units of Psychology:

Code	Title	Units
PNP 360 or Psych 360	Cognitive Psychology Cognitive Psychology	3
--or--		
PNP 408	Psychology of Language	3

Additional Information

Psych 100B is the prerequisite for all psychological & brain science courses at the 300 level and above. Note that no more than 6 units counted toward a minor in PNP may be transferred or earned abroad.

Courses

Visit online course listings to view semester offerings for L64 PNP (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L64&crslvl=1:4>).

L64 PNP 200 Introduction to Cognitive Science

We seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology and artificial intelligence. This course considers multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness,

emotion, language, thought, memory, attention and machine intelligence. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120A or Ling 170D.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 201 Inquiry in the Cognitive Sciences

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists and modeling can be used to simulate and understand the effects of brain lesions. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L64 PNP 301 Symbolic Logic

During the first half of the course, we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. During the second half of the course, we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Phil 100 leaves off. It is recommended for students who have already taken that introductory course or for students who already have a strong background in mathematics. Priority given to majors in philosophy and PNP.

Same as L30 Phil 301G

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

L64 PNP 306 Philosophy of Language

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 306G

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L64 PNP 309 Syntactic Analysis

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics include phrase structure, transformations, case theory, thematic roles and anaphora. Assignments help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or permission of instructor.

Same as L44 Ling 309

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L64 PNP 311 Introduction to Semantics

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Same as L44 Ling 311

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L64 PNP 313 Phonological Analysis

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course explores phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or permission of instructor.

Same as L44 Ling 313

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 315 Philosophy of Mind

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 315

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L64 PNP 3151 Introduction to Social Psychology

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression & altruism, prejudice & stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. PREREQ: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 316 Mind and Morals

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being

motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP. Same as L30 Phil 316

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L64 PNP 3171 Introduction to Computational Linguistics

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisite: L44 Ling 170D.

Same as L44 Ling 317

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 320 Historical and Comparative Linguistics

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized. Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

L64 PNP 321 Philosophy of Science

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in philosophy and PNP.

Same as L30 Phil 321G

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L64 PNP 3211 Developmental Psychology

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior.

Prerequisite: Psych 100B.

Same as L33 Psych 321

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 3221 Music Cognition

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Same as L27 Music 3221

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

L64 PNP 330 Sensation and Perception

What's involved in seeing and hearing? This course will cover perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions will be used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B.

Same as L33 Psych 330

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

L64 PNP 3401 Biological Psychology

An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100B.

Same as L33 Psych 3401

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L64 PNP 3411 Principles of the Nervous System

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960, Biol 2970 (recommended) and Biol 3058 (recommended) or Psych 3401 and permission of instructor.

Same as L41 Biol 3411

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L64 PNP 3451 Genes, Environment, and Human Behavior

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g., personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g., what is identity-by-descent) as well as application (e.g., calculate heritability, interpretation of results from published studies). Prerequisite: Psych 100B.

Same as L33 Psych 345

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

L64 PNP 350 Physics of the Brain

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (1) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted; and (2) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisites: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206, or permission of the instructor.

Same as L31 Physics 350

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

L64 PNP 3531 Psychology of Personality

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.

Same as L33 Psych 353

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 3541 Abnormal Psychology

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course includes definitions, theories and classification of abnormal behavior. Content focuses on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use and personality disorders. Prerequisite: Psych 100B.

Same as L33 Psych 354

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L64 PNP 355 Physics of Vision

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, pre-medical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals,

color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience are illustrated with psychophysical demonstrations. Corequisite: Physics 117A, Physics 197 or permission of instructor.

Same as L31 Physics 355

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, TU

L64 PNP 3581 Conceptual Foundations of Modern Science

Where does modern science come from? This course examines the winding paths by which the dominant scientific worldviews of the 20th century became established. We will discuss a variety of broad themes: scientific method or methods, revolutionary science, the relationship between science and society, and the aims of science. This course is not intended to be a comprehensive survey of the history of science. Instead, we will focus upon a few key figures -- Galileo, Newton, Darwin -- and we will read both primary and secondary literature on their significance to these broad themes. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of instructor. Priority given to majors in Philosophy and PNP.

Same as L30 Phil 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L64 PNP 360 Cognitive Psychology

Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. Prerequisite: Psych 100B.

Same as L33 Psych 360

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L64 PNP 361 Psychology of Learning

The experimental analysis of behavior is presented with examination of operant and Pavlovian conditioning, aversive control, theories of reinforcement, choice behavior, behavioral economics, and so on. Theoretical and experimental approaches to the study of behavior as developed in the laboratory are emphasized. Consideration is given to applications from the laboratory to everyday behavior. Prerequisite: Psych 100B. Enrollment limited to 30.

Same as L33 Psych 361

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L64 PNP 362 The Biological Basis of Human Behavior

Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Same as L48 Anthro 362

Credit 3 units. A&S IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

L64 PNP 363 The Neuroscience of Movement: You Think, So You Can Dance?

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.
Same as L29 Dance 363

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L64 PNP 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. However, the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as the following: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in philosophy at the 100 or 200 level or permission of the instructor. Priority given to majors in philosophy and PNP.
Same as L30 Phil 366

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L64 PNP 3662 Primate Biology

This course takes a multifaceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.
Same as L48 Anthro 3661

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L64 PNP 3701 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Same as L38 Span 370

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L64 PNP 380 Human Learning and Memory

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students.

Prerequisite: Psych 100B.

Same as L33 Psych 380

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L64 PNP 390 PNP Reading Class

Each time this course is offered a book is selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper are required. Prerequisite: PNP major standing.

Credit 2 units. A&S IQ: SSC EN: S

L64 PNP 396 Linguistics Seminar: Pragmatics in Second Language Learning

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation and writing. Prerequisite: varies with topic.

Same as L44 Ling 396

Credit 3 units. A&S IQ: SSC EN: S

L64 PNP 402 The Physiology and Biophysics of Consciousness

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action

Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Taught in the medical school: McDonnell Science Building 983. Prerequisites: Bio3411 or equivalent. College-level physics, some knowledge of computers.
Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L64 PNP 404 Laboratory of Neurophysiology

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prerequisites: Biol 3411 or Psych 4411 and permission of Student Coordinator, Erin Gerrity. Biol 3411 may be taken concurrently.
Same as L41 Biol 404
Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L64 PNP 4041 Math Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Philosophy 403 or a strong background in mathematics.
Same as L30 Phil 404
Credit 3 units. A&S IQ: HUM Art: HUM

L64 PNP 406 Primate Ecology and Social Structure

Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anthro 150A or one 100-level biology course.
Same as L48 Anthro 406
Credit 3 units. A&S IQ: NSM Art: NSM

L64 PNP 4065 Advanced Philosophy of Language

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Same as L30 Phil 4065
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L64 PNP 408 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B. Same as L33 Psych 433
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 4141 Advanced Epistemology

An advanced survey of selected issues in contemporary epistemology. Careful attention will be given to one or more specific epistemological topics, such as skepticism, certainty, coherence, perception, induction, virtue epistemology, testimony, formal epistemology, the nature and value of understanding, or epistemic normativity. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor. Same as L30 Phil 4141
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L64 PNP 4142 Advanced Metaphysics

Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality and possibility, and such positions as metaphysical realism, idealism, materialism, relativism and irrealism. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor. Same as L30 Phil 4142
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L64 PNP 418 Current Controversies in Cognitive Science

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM EN: H

L64 PNP 419 Philosophy of Psychology

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisite: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Same as L30 Phil 419
Credit 3 units. A&S IQ: HUM Art: HUM

L64 PNP 4190 Primate Behavior

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406, or permission of instructor.

Same as L48 Anthro 419

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

L64 PNP 4192 Primate Cognition

This course investigates historical and current views regarding the cognitive capacities of nonhuman primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Same as L48 Anthro 4191

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L64 PNP 4210 Topics in Advanced Philosophy of Science: Scientific Explanation

This course will vary in topics related to Philosophy of Science from semester to semester. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4210

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L64 PNP 426 Theories of Concepts

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we will explore competing theories of concepts that have been proposed by philosophers, psychologists, and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 426

Credit 3 units. A&S IQ: HUM Art: HUM

L64 PNP 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes is explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in psychology and Psych 100B or junior/senior status, 9 units in education and Psych 100B.

Same as L33 Psych 4302

Credit 3 units. A&S IQ: SSC EN: S

L64 PNP 4332 Cognition and Computation

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We look at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP PhD program. Prerequisites: at least two 400-level PNP courses cross-listed in Philosophy.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 4488 The Cognitive Neuroscience of Film

To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or Psych 3604, or Psych 4604, or graduate standing in psychology.

Same as L33 Psych 488

Credit 3 units. A&S IQ: NSM

L64 PNP 466 Second Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM EN: H

L64 PNP 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Same as L38 Span 467

Credit 3 units. A&S IQ: LCD BU: BA EN: H

**L64 PNP 4691 Second Language Reading and Writing:
Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. Same as L38 Span 4691
Credit 3 units. A&S IQ: SSC EN: S

L64 PNP 494 Behavioral Psychology Readings Group

This weekly journal-style readings class provides the opportunity for students to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisite: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course. Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 495 PNP Seminar

Subject varies per semester. Not always offered as writing-intensive, refer to individual semester listing. Prerequisites: a 300-level philosophy course (Phil/PNP 315 is recommended) and PNP major standing or approval of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 495W PNP Seminar: Writing Intensive

Subject varies per semester. Fulfills Writing Intensive (WI) requirement. Prerequisites: a 300-level philosophy course (Phil/PNP 315 is recommended); and PNP major standing or approval of instructor.
Credit 3 units. A&S IQ: SSC, WI EN: S

L64 PNP 496 PNP Seminar

Subject varies each semester. Prerequisites: One 300-level philosophy course (Phil 315 or PNP 315 is recommended) as well as PNP major standing or approval of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 499 Study for Honors

Prerequisites: Visit the PNP Honors webpage (<http://pnp.artsci.wustl.edu/undergraduate/honors/prerequisites/>).
Credit 3 units. EN: S

Physical Education

Undergraduate students may take both lecture-laboratory and performance courses through the Department of Athletics. A total of 12 performance units may be included in the 120 units required for graduation. All courses are offered only on a credit/no credit basis.

Contact: Bryan Lenz
Phone: 314-935-8509
Email: blenz@wustl.edu
Website: <http://www.washubears.com>

Faculty

Director of Athletics

Anthony J. Azama (<http://bearsports.wustl.edu/information/directory/bios/Azama/?view=bio>)

John M. Schael Director of Athletics
MBA, Miami University

Majors

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there is no major in this area.

Minors

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there is no minor in this area.

Courses

Visit online course listings to view semester offerings for L28 P.E. (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L28&crslvl=1:4>).

L28 P.E. 115 Topics In Physical Education: Beginning Weight Training

Major emphasis is on strength development. First class will meet in the Burmesiter Lounge, Summers Recreation Center.
Credit 1 unit.

L28 P.E. 1201 Fundamentals of Rowing for Fitness

This eight-week course will focus on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis will be placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; and using these new skills in developing lifetime fitness. Instruction will include the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There will be a minimum amount of running and light, low-impact aerobic activity required as a warm-up.
Credit 1 unit.

L28 P.E. 131 Topics in Physical Education: Group Fitness

This 10-week course is designed to give students the unique experience of a group fitness class catered just to them. Using various formats of group exercise, Group Fitness will provide a fun and dynamic way to motivate participants to reach their desired results. Topics will include cycling, bootcamp, pilates, yoga, cardio, strength training, TRX suspension training, and a variety of other formats specific to the group, helping students to improve their overall fitness and wellness. A \$40 course activity fee is required. First class meets in the Olympic Studio, Summers Recreation Center.

Credit 1 unit.

L28 P.E. 132 Topics in Physical Education: High-Intensity Conditioning

This eight-week course offers a varied program of high-intensity conditioning techniques specifically designed for individual needs. Supervised areas covered are cardiovascular and strength testing; weight training; plyometric training; flexibility and stretching; and aerobic and anaerobic training. There will be an organizational meeting in the Burmeister Lounge, Summers Recreation Center.

Credit 1 unit.

L28 P.E. 136 Fitness and Conditioning

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation sessions will take place in the Burmeister Lounge, Summers Recreation Center.

Credit 1 unit.

L28 P.E. 139 Topics in Physical Education: Intermediate/Advanced Tennis

Intermediate/advanced tennis.

Credit 1 unit.

L28 P.E. 140 Topics in Physical Education: Beginning Tennis

Beginning tennis.

Credit 1 unit.

L28 P.E. 148 Topics in Physical Education: Individual Physical Education

This course is intended for students who have a physical or medical condition that prohibits them from participating in any other P.E. class. The student must have a medical referral from their physician or the student health service. P.E.148 is an independent study class that requires three 30-minute meetings with the instructor (first week, mid-semester, final week). An exercise program is designed based on the student's goals and limitations. The student keeps a written log that is reviewed periodically and turned in at the end of the semester.

Credit 1 unit.

L28 P.E. 155 Topics in Physical Education: Life Skills for Scholar Champions

Participation includes informal leadership tasks under the direction of Washington University Athletic Department personnel. The selection of the task and the scope of work is to be determined before enrollment by conference with the instructor. Prerequisite: permission of the department.

Credit 1 unit.

L28 P.E. 160 Fundamentals of Fitness: Personal Training

This course is designed to provide students with the foundational knowledge and skills needed to pass the American College of Sports Medicine's (ACSM) Certified Personal Trainer exam. Classes will be a fusion of lecture and practical application to ensure an environment of applied knowledge. The primary emphasis will include basic human anatomy, physiology, bioenergetics, biomechanics, nutrition and their relationship with exercise. Using the guidelines provided by the ACSM and the accreditation standards of the National Commission for Certifying Agencies (NCCA), students will familiarize themselves with industry standards. Specifically, this course will refer to guidelines provided by the ACSM regarding health screening, scope of practice, client safety, behavior change strategies, program design, fitness assessments and legal issues. At the conclusion of this course, students will take a final comprehensive written and practical exam as their final evaluation. A \$90 course activity fee is required.

Credit 1 unit.

L28 P.E. 220 Topics in Physical Education: Varsity Sports

Prerequisite: Permission of department.

Credit 1 unit.

L28 P.E. 225 Topics in Physical Education: Varsity Sports Training

Through sports performance training, team practices, and meetings, this course prepares varsity student athletes for their return to a competitive season. Prerequisite: Permission of the Athletic Department and varsity athlete status.

Credit 1 unit.

L28 P.E. 232 Topics in Physical Education: High-Intensity Conditioning

High-intensity conditioning. Varied program of high-intensity conditioning techniques designed for individual needs. Supervised areas covered are cardiovascular and strength testing, weight training, plyometric training, flexibility and stretching, and aerobic and anaerobic training.

Credit 1 unit.

L28 P.E. 234 Topics in Physical Education: Lifeguard Training

This course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR and First Aid. Prerequisite: swimming test given during the first week of class. Course materials fee: \$100. Summers Rec Center/Millstone Pool. Eight-week course.

Credit 1 unit.

L28 P.E. 236 Topics in Physical Education: Fitness and Conditioning

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time.

Credit 1 unit.

L28 P.E. 239 Topics in Physical Education: Beginning Tennis

Eight-week course. Summers Rec/tennis courts.

Credit 1 unit.

L28 P.E. 240 Topics in Physical Education: Intermediate Tennis

Eight-week course. Summers Rec Center/TAO Tennis Courts.

Credit 1 unit.

L28 P.E. 248 Topics in Physical Education: Individual Physical Education

Individual physical education. Prerequisite: medical referral needed.

Credit 1 unit.

L28 P.E. 255 Topics in Physical Education: Practicum in Sports Leadership

Practicum in sports leadership. Participation in formal leadership tasks under the direction of the Washington University Athletic Department personnel. Selection of task and scope of work is determined before enrollment by conference with instructor.

Prerequisite: permission of the department.

Credit 1 unit.

L28 P.E. 258 Indoor Cycling

Indoor cycling is a high-energy cardiovascular workout performed on stationary bikes. All levels welcome; the workout can be tailored to the student's personal fitness goals and needs. A water bottle and towel are required. There will be a \$45.00 fee for a heart-rate monitor for this class.

Credit 1 unit.

L28 P.E. 291 Fundamentals of Athletic Training

Study of the duties of the athletic trainer in relation to physical education classes, competitive sports, and recreation, including the study and practice of first-aid care and the prevention of injuries.

Credit 3 units.

Physics

Physics is the discipline that deals with the most fundamental aspects of our universe, such as the properties of atoms, nuclei and elementary particles; the nature of the forces between them; and the collective behavior of atoms in solids, liquids and gases. It deals with the entire universe, from its birth to its ultimate fate.

At the same time, physics provides the tools that help us to understand extremely complex everyday things, like the behavior of sand piles, the strength of materials, or processes in the brain. Physics seeks to discover and understand the mathematical

rules that govern the behavior of things. Its early successes in comprehending motion, thermodynamics, electricity and magnetism provided a foundation upon which other physical sciences have grown.

For students planning a career in science and technology or intending to pursue graduate studies in physics, astronomy, earth sciences, environmental sciences, medical physics, meteorology or oceanography, a major in physics provides a solid foundation. The program is sufficiently flexible to allow students to combine a physics major with a second major in chemistry, mathematics or engineering; with pre-medical studies; or with other disciplines in the humanities and social sciences. In addition to the fundamentals of physics, the program is designed to give students a broad range of skills in laboratory techniques, critical thinking, computer use, and teamwork, which will serve them well in their chosen careers. In consultation with a faculty advisor, students may design a program of study to meet individual goals and interests. Physics majors are strongly encouraged to participate in physics research projects directed by faculty members.

Introductory Physics: The Physics 191–Physics 192 and Physics 191L–Physics 192L sequence is a calculus-based introduction to physics intended for adequately prepared students interested in majoring in science or engineering or undertaking pre-medical studies. Physics 191 fulfills the requirements for the Sam Fox School. The sequence uses interactive, active-learning techniques. Calculus I (Math 131) is a corequisite, although previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended.

Focused Physics: The Physics 193–Physics 194 and Physics 193L–Physics 194L sequence is an advanced calculus-based introduction to physics for students with previous or concurrent enrollment in Calculus II (Math 132). This sequence is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major.

The department also offers several other courses of general interest to the nonscience student. In most cases, these courses have no prerequisites.

Website: <http://physics.wustl.edu>

Faculty

Chair

Henric Krawczynski (<https://physics.wustl.edu/people/henric-krawczynski/>)

Wayman Crow Professor of Physics

PhD, University of Hamburg

Experimental high-energy astrophysics

Associate Chair

Saori Pastore (<https://physics.wustl.edu/people/saori-pastore/>)

PhD, Old Dominion University
Theoretical nuclear physics

Endowed Professors

Ramanath Cowsik (<https://physics.wustl.edu/people/ramanath-cowsik/>)

James S. McDonnell Professor of Space Sciences
PhD, University of Bombay
Astrophysics and space sciences

Kenneth F. Kelton (<https://physics.wustl.edu/people/kenneth-f-kelton/>)

Arthur Holly Compton Professor of Physics
PhD, Harvard University
Condensed matter and materials physics

Professors

Mark Alford (<https://physics.wustl.edu/people/mark-g-alford/>)

Professor
PhD, Harvard University
Nuclear/particle physics

James H. Buckley (<https://physics.wustl.edu/people/james-h-buckley/>)

PhD, University of Chicago
Experimental high-energy astrophysics

Anders E. Carlsson (<https://physics.wustl.edu/people/anders-e-carlsson/>)

PhD, Harvard University
Biophysics

Willem H. Dickhoff (<https://physics.wustl.edu/people/willem-h-dickhoff/>)

PhD, Free University, Amsterdam
Many-body theory

Jonathan I. Katz (<https://physics.wustl.edu/people/jonathan-i-katz/>)

PhD, Cornell University
Theoretical astrophysics

Kater Murch (<https://physics.wustl.edu/people/kater-murch/>)

PhD, University of California, Berkeley
Quantum information and materials

Zohar Nussinov (<https://physics.wustl.edu/people/zohar-nussinov/>)

PhD, University of California, Los Angeles
Theoretical condensed matter physics

Michael C. Ogilvie (<https://physics.wustl.edu/people/michael-c-ogilvie/>)

PhD, Brown University
Theoretical particle physics

Alexander Seidel (<https://physics.wustl.edu/people/alexander-seidel/>)

PhD, Massachusetts Institute of Technology
Theoretical condensed matter physics

Ralf Wessel (<https://physics.wustl.edu/people/ralf-wessel/>)

PhD, University of Cambridge
Biophysics

Li Yang (<https://physics.wustl.edu/people/li-yang/>)

PhD, Georgia Institute of Technology
Condensed matter and materials science

Joint Professor

Lee G. Sobotka (<https://physics.wustl.edu/people/lee-sobotka/>)

PhD, University of California, Berkeley
(Chemistry)
Experimental nuclear physics

Associate Professors

Francesc Ferrer (<https://physics.wustl.edu/people/francesc-ferrer/>)

PhD, Universitat Autònoma de Barcelona
Theoretical astroparticle physics and cosmology

Erik Henriksen (<https://physics.wustl.edu/people/erik-henriksen/>)

PhD, Columbia University
Condensed matter and materials science

Assistant Professors

Bhupal Dev (<https://physics.wustl.edu/people/bhupal-dev/>)

PhD, University of Maryland, College Park
Theoretical astroparticle physics and cosmology

Manel Errando (<https://physics.wustl.edu/people/manel-errando/>)

PhD, Universitat Autònoma de Barcelona
High-energy astrophysics, black holes, active galactic nuclei

James Mertens (<https://physics.wustl.edu/people/james-mertens/>)

PhD, Case Western Reserve University
Theoretical high-energy astrophysics

Shankar Mukherji (<https://physics.wustl.edu/people/shankar-mukherji/>)

PhD, Massachusetts Institute of Technology/Harvard Medical School
Systems cell biology

Johanna Nagy (<https://physics.wustl.edu/people/johanna-nagy/>)

PhD, Case Western Reserve University
Experimental astrophysics

Andrina Nicola

PhD, ETH Zurich
Cosmology and machine learning

Ryan Ogliore (<https://physics.wustl.edu/people/ryan-ogliore/>)

PhD, California Institute of Technology
Cosmochemistry, planetary science

Maria Piarulli (<https://physics.wustl.edu/people/maria-piarulli/>)

PhD, Old Dominion University
Theoretical nuclear physics

Sheng Ran (<https://physics.wustl.edu/people/sheng-ran/>)

PhD, Iowa State University
Condensed matter, quantum materials

Mikhail Tikhonov (<https://physics.wustl.edu/people/mikhail-tikhonov/>)

PhD, Princeton University
Microbiome, microbial ecology and evolution

Yajie Yuan

PhD, Stanford University
Theoretical high energy astrophysics

Chong Zu (<https://physics.wustl.edu/people/chong-zu/>)

PhD, Tsinghua University
Atomic, molecular and optical physics; condensed matter;
quantum information

Teaching Professor

Mairin Hynes (<https://physics.wustl.edu/people/kathryn-mairin-hynes/>)

PhD, Washington University

Lecturer

Augusto Medeiros da Rosa (<https://physics.wustl.edu/people/augusto-medeiros-da-rosa/>)

PhD, Washington University

Research Professors

Sachiko Amari (<https://physics.wustl.edu/people/sachiko-amari/>)

PhD, Kobe University

Jeffrey Gillis-Davis (<https://physics.wustl.edu/people/jeffrey-gillis-davis/>)

PhD, Rice University
Experimental astrophysics

Alexander Meshik (<https://physics.wustl.edu/people/alex-meshik/>)

PhD, Vernadsky Institute of Cosmochemistry

Michael Nowak (<https://physics.wustl.edu/people/michael-nowak/>)

PhD, Stanford University

Research Associate Professors

Olga Pravdivtseva (<https://physics.wustl.edu/people/olga-pravdivtseva/>)

PhD, Vernadsky Institute, Russian Academy of Sciences

Brian Rauch (<https://physics.wustl.edu/people/brian-rauch/>)

PhD, Washington University

Research Assistant Professors

Yuran Chen

PhD, Columbia University

Nan Liu (<https://physics.wustl.edu/people/nan-liu/>)

PhD, University of Chicago

Professors Emeriti

Carl M. Bender (<https://physics.wustl.edu/people/carl-bender/>)

Wilfred R. and Ann Lee Konneker Professor of Physics
PhD, Harvard University

Claude W. Bernard (<https://physics.wustl.edu/people/claude-bernard-0/>)

PhD, Harvard University

Thomas Bernatowicz (<https://physics.wustl.edu/people/thomas-j-bernatowicz/>)

PhD, Washington University

Robert Binns (<https://physics.wustl.edu/people/w-robert-binns/>)

PhD, Colorado State University

John W. Clark (<https://physics.wustl.edu/people/john-w-clark/>)

PhD, Washington University

Mark S. Conradi (<https://physics.wustl.edu/people/mark-s-conradi/>)

PhD, Washington University

Peter A. Fedders (<https://physics.wustl.edu/people/peter-fedders/>)

PhD, Harvard University

Patrick C. Gibbons (<https://physics.wustl.edu/people/patrick-c-gibbons/>)

PhD, Harvard University

Charles M. Hohenberg (<https://physics.wustl.edu/people/charles-m-hohenberg/>)

PhD, University of California, Berkeley

Martin H. Israel (<https://physics.wustl.edu/people/martin-h-israel/>)

PhD, California Institute of Technology

Kazimierz Luszczynski (<https://physics.wustl.edu/people/kazimierz-luszczynski/>)

PhD, University of London

James G. Miller (<https://physics.wustl.edu/people/james-g-miller/>)

Albert Gordon Hill Professor of Physics
PhD, Washington University

Peter R. Phillips (<https://physics.wustl.edu/people/peter-r-phillips/>)

PhD, Stanford University

James S. Schilling (<https://physics.wustl.edu/people/james-s-schilling/>)

PhD, University of Wisconsin-Madison

Stuart A. Solin (<https://physics.wustl.edu/people/stuart-solin-0/>)

Charles M. Hohenberg Professor of Experimental Physics
PhD, Purdue University

Wai-Mo Suen (<https://physics.wustl.edu/people/wai-mo-suen-0/>)

PhD, California Institute of Technology

Clifford Will (<https://physics.wustl.edu/people/clifford-m-will/>)

PhD, California Institute of Technology

Majors

The Major in Physics

Required introductory courses: Majors in physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or (recommended for majors):

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Focused Physics II Laboratory	1

Required courses: In addition, majors in physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 322	Physical Measurement Laboratory	3
Physics 411	Mechanics	3
Physics 421	Electricity and Magnetism	3

One additional upper-level laboratory course, chosen from the following:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 360	Biophysics Laboratory	3
Physics 435	Nuclear and Radiochemistry Lab	3
Physics 427	Introduction to Computational Physics	3

Upper-level courses: Majors are required to complete a minimum of 21 units of advanced courses (300 level or higher) in Physics, excluding Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500. These 21 units may include courses listed above and may also include *one* upper level engineering class chosen from the following:

Code	Title	Units
ESE 351	Signals and Systems	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 436	Semiconductor Devices	3
ESE 438	Applied Optics	3
ESE 441	Control Systems	3
ESE 482	Digital Signal Processing	3
ESE 531	Nano and Micro Photonics	3
ESE 532	Introduction to Nano-Photonic Devices	3
ESE 582	Fundamentals and Applications of Modern Optical Imaging	3
MEMS 3410	Fluid Mechanics	3

Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

Math courses required for the physics major:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 217	Differential Equations	3

Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have fulfilled the requirement for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III.

Math courses recommended for the physics major:

- Math 308 Mathematics for the Physical Sciences or ESE 318 Engineering Mathematics A (We recommend that this course precede Physics 421.)
- Math 309 Matrix Algebra (We recommend that this course precede Physics 471.)
- Physics 501/Math 501 and Physics 502/Math 502 also are recommended.

Science-breadth requirement: Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be Chem 103, Chem 104, Chem 105, Chem 106, Chem 111A, Chem 112A, Chem 401 or Chem 402.

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 103	Advanced Placement Chemistry I	3
Chem 104	Advanced Placement Chemistry II	3
Chem 105	Introductory General Chemistry I	3
Chem 106	Introductory General Chemistry II	3
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 445	Instrumental Methods: Physical Chemistry	3
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
EPSc 201	Earth and the Environment	4

Students who have received credit for Chem 103 Advanced Placement Chemistry I and Chem 104 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

Biophysics Track

Physics majors may concentrate in the subfield of biophysics by taking the following (as part of their distribution requirement):

Physics requirement:

Code	Title	Units
Physics 463	Statistical Mechanics and Thermodynamics	3

One of the following:

Code	Title	Units
Physics 350	Physics of the Brain	3
Physics 450	Physics of the Brain	3
Physics 355	Physics of Vision	3
Physics 455	Physics of Vision	3

One of the following:

Code	Title	Units
Physics 354	Physics of Living Systems	3
Physics 453	Topics in Theoretical Biophysics	3
Physics 454	Physics of Living Systems	3
Physics 481	Critical Analysis of Scientific Data	3
Physics 509	Nonlinear Dynamics	3
Physics 563	Topics in Theoretical Biophysics	3

Biology requirements:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4

Note: Students who want to have the biophysics track displayed on their transcript must inform the Department of Physics (<https://physics.wustl.edu/biophysics-track-declaration-form/>) at least one semester before their graduation date. Contact the Director of Undergraduate Studies (dus@physics.wustl.edu) with any questions.

The Major in Astrophysics

Required introductory courses: Majors in astrophysics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or (recommended for majors):

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Focused Physics II Laboratory	1

Required courses: In addition, majors in astrophysics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 312	Introduction to Astrophysics	3
Physics 322	Physical Measurement Laboratory	3
Physics 411	Mechanics	3
Physics 421	Electricity and Magnetism	3

One additional laboratory course must be chosen from the following:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 427	Introduction to Computational Physics	3
Physics 435	Nuclear and Radiochemistry Lab	3

Required advanced courses: In addition to the above requirements, students who are earning the astrophysics major are required to complete three advanced electives (300 level and above). Students who declare an astrophysics major *and* who complete both Physics 125A Solar System Astronomy and Physics 126A Stars, Galaxies and Cosmology will be required to complete two advanced electives (300 level and above). They will choose courses from the following list. Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

Code	Title	Units
Physics 446	Galactic Astrophysics	3
Physics 456	Stellar Astrophysics	3
Physics 460	X-Ray & Gamma-Ray Astrophysics	3
Physics 476	Astrophysics	3
Physics 478	From Black Holes to the Big Bang	3

They must also complete one additional course from the preceding list of five courses or one from the following list of courses:

Code	Title	Units
Physics 422	Electricity and Magnetism II	3
Physics 474	Introduction to Particle Physics	3
Physics 477	Physics of Finite and Infinite Nuclear Systems	3
Physics 547	Intro to Elementary Particle Physics	3
Physics 558	Relativistic Astrophysics	3
EPSc 352	Earth Materials	5
EPSc 353	Earth Forces	4
EPSc 407	Remote Sensing	3
MEMS 3410	Fluid Mechanics	3

Math courses required for the astrophysics major:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 217	Differential Equations	3

Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have fulfilled the requirement for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III.

Science-breadth requirement: Majors must select one of the following courses to satisfy the science-breadth requirement:

Code	Title	Units
Chem 105	Introductory General Chemistry I	3
Chem 106	Introductory General Chemistry II	3
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 445	Instrumental Methods: Physical Chemistry	3
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
EPSc 201	Earth and the Environment	4

Students who have received credit for Chem 103 Advanced Placement Chemistry I and Chem 104 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

Additional Information

Senior Honors: Students are encouraged to work toward Latin honors (p. 1111) (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the college and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in Physics 499, students may earn up to 6 units of credit for the honors project.

The physics department also offers physics majors the possibility to earn departmental distinctions. These distinctions require the same grade-point average cutoffs as Latin honors (p. 1111) but are calculated exclusively from the grades in physics courses (i.e., all courses with the prefix L31). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in the physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

Minors

The Minor in Physics

Required introductory courses: Minors in physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	
Physics 194L	Focused Physics II Laboratory	

Required courses: In addition, minors in physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 318	Introduction to Quantum Physics II	3

Elective courses: Minors must take at least one additional course at the 300 level or above (with the exception of Physics 303, Physics 304, Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500) with a grade of C- or better.

The Minor in Astrophysics and Astroparticle Physics

Required introductory courses: Minors in astrophysics and astroparticle physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	
Physics 194L	Focused Physics II Laboratory	

Required courses: In addition, minors in astrophysics and astroparticle physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 312	Introduction to Astrophysics	3

Minors must also take two of the following seven courses:

Code	Title	Units
Physics 318	Introduction to Quantum Physics II	3
Physics 446	Galactic Astrophysics	3
Physics 456	Stellar Astrophysics	3
Physics 460	X-Ray & Gamma-Ray Astrophysics	3
Physics 474	Introduction to Particle Physics	3
Physics 476	Astrophysics	3
Physics 478	From Black Holes to the Big Bang	3

The Minor in Biomedical Physics

Required Courses: Minors in biomedical physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	
Physics 194L	Focused Physics II Laboratory	

Elective courses: Minors must take two of the following four courses:

Code	Title	Units
Physics 350	Physics of the Brain	3
Physics 354	Physics of Living Systems (or Physics 454)	3
Physics 355	Physics of Vision	3
Physics 481	Critical Analysis of Scientific Data	3

One of the following four laboratory courses:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 322	Physical Measurement Laboratory	3
Physics 360	Biophysics Laboratory	3

Additional Information

This is a minor for students interested in the discussion and application of methods and techniques from physics to topics in the area of biology and medicine. The program may be of interest to the pre-medicine student or the research-oriented science major.

Courses

Visit online course listings to view semester offerings for L31 Physics (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L31&crslvl=1:4>).

L31 Physics 1001 First-Year Seminar: All About Black Holes

Black holes are the Universe's most extreme objects: they are so massive and compact that gravity bends space and time into a knot. The signature property of a black hole is that you can get in, but not out. In this first-year seminar, we discuss what is currently known about black holes, starting from Einstein's theories about space, time, and gravity, through the first observational evidence for black holes, to the latest images of the shadows cast by black holes taken with the largest telescopes on earth. This class is designed to bend your mind when figuring out why clocks run slower when approaching the edge of a black hole, what could be at the center of a black hole or even at the other side. At the same time, we will discuss the inner workings of the most advanced telescopes that astronomers have developed to study black holes, and the strategies astronomers employ to develop ever more sensitive instruments. Also expect a fair bit of astronomy in this class, when we discuss how black holes form, when and how they grow, and which roles they play in cosmic eco-systems such as the Milky Way Galaxy. This first-year seminar adopts a flipped class/socratic discussion structure. The students are asked to read a wide variety of texts, including texts from the current literature, and to present and to discuss some of the material in class. The class assumes no background in math; at the same time, we will discuss some of the math that brings Einstein's theories of space and time to life.

Credit 3 units. A&S: FYS A&S IQ: NSM, AN

L31 Physics 125A Solar System Astronomy

Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas (including optics and the laws of motion) are reviewed first. There also is some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Prerequisites: high school algebra and trigonometry or concurrent enrollment in Math 131. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 126A Stars, Galaxies and Cosmology

Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars and black holes; galaxies and quasars; cosmology and the Big Bang theory. Prerequisites: high school algebra and trigonometry, or concurrent enrollment in Math 131.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 130 Introduction to Mathematical and Computational Methods in Physics

This is a learning by doing course whose objective is for the students to learn practical methods for solving physics problems using mathematical and computational tools. The course gives an introduction to applied mathematics and basic computational tools and techniques used in contemporary scientific fields of research. The format of the course is highly interactive. Each course unit will be devoted to a specific activity, including a lecture from the instructor, working groups on solving analytical problems, and working groups on coding with Python. Prerequisite: Previous or concurrent Calculus I is recommended. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L31 Physics 141 Selected Topics in Physics I

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 142 Selected Topics in Physics I

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>). Credit variable, maximum 3 units. A&S IQ: NSM Art: NSM BU: SCI

L31 Physics 173 Physics of Sustainable Energy

Introduction to the physics of climate change and sustainable energy. This course is intended for students with little previous exposure to science or math. We will learn about the value of rough estimates and simple calculations. We will apply this approach to energy and power; atoms and heat; the history and basic modeling of earth's climate; energy sources including fossil fuels, nuclear, and renewables. No prerequisites.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 191 Physics I

This is a calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. A daily regimen of homework and reading as well as weekly homework assignments, small-group problem-solving exercises, and active class participation are integral parts of this course. Prerequisite: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended. Students may not receive credit for more than one of Physics 117A, Physics 191, and Physics 197.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 191F Physics I — First-Years Only

This section of Physics 191 is for rising first-year students only. Any non-first-year students enrolled in this section will be removed from the course. Non-first-year students should enroll in Physics 191U. This is a calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. Two evening exams are required, followed by a required final exam. Prerequisite: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended. A combination of Physics 191 and Physics 191L is a replacement for Physics 197. Students may not receive credit for more than one of Physics 117A, Physics 191, and Physics 197.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 191L Physics I Laboratory

Laboratory experience is an integral component of introductory physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/corequisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for Physics 117A or 197.

Credit 1 unit. Arch: NSM

L31 Physics 191U Physics I — Sophomores, Juniors, and Seniors Only

This section of Physics 191 is for rising seniors, juniors, and sophomores only. Any first-year student enrolled in this section will be removed from the course. First-year students should enroll in Physics 191F. This is a calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic

motion, wave motion and interference, sound, and special relativity. Two evening exams are required, followed by a required final exam. Prerequisite: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended. A combination of Physics 191 and Physics 191L is a replacement for Physics 197. Students may not receive credit for more than one of Physics 117A, Physics 191, and Physics 197.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 192 Physics II

Continuation of Physics 191. Calculus-based introduction to concepts, laws, and structure of physics. Topics include electromagnetic forces and fields, direct current circuits, capacitance and inductance, electromagnetic radiation, light, physical optics, interference and diffraction, early quantum theory, and nuclear physics. A daily regimen of homework and reading as well as weekly homework assignments, small-group problem-solving exercises, and active class participation are integral parts of this course. Prerequisite: Physics 191, Physics 193 and Calculus I (Math 131); previous or concurrent enrollment in Calculus II (Math 132) is very strongly recommended. Students may not receive credit for more than one of Physics 118A, Physics 192, and Physics 198.

Credit 3 units. A&S IQ: NSM, AN BU: SCI

L31 Physics 192L Physics II Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/Corequisite: Physics 192. Students who have taken Physics 118 or Physics 198 may not receive credit for Physics 192L.

Credit 1 unit.

L31 Physics 193 Focused Physics I

Physics 193 is the first part of a two-semester calculus-based introduction to physics. The course is an advanced first-year course in classical mechanics, taught at a more sophisticated level than Physics 191. The approach is that of an upper-division physics course, with more emphasis on underlying formal structure rather than breadth of topics. The main goal is to provide in-depth coverage of the physical laws that govern the motion of objects, forces, and forms of energy in mechanical systems as well as an introduction to special relativity. The course is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major. Corequisite: Math 132 or equivalent.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 193L Focused Physics I Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for 117A or 197

Same as L31 Physics 191L

Credit 1 unit. Arch: NSM

L31 Physics 194 Focused Physics II

Physics 194 is the second part of a two-semester calculus-based introduction to physics, with a co-requisite of Calculus III (Math 233 or its equivalent). The course is an advanced first-year course in electricity and magnetism, taught at a more sophisticated level than Physics 192. The approach is that of an upper-division physics course, with more emphasis on the underlying formal structure, rather than breadth of topics. The main goal is to provide an in-depth coverage of electromagnetism, DC and AC circuits using complex variables, and optics. The course is particularly addressed to students considering a physics or mathematics heavy science/engineering majors

Credit 4 units. A&S IQ: NSM, AN BU: SCI

L31 Physics 194L Focused Physics II Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/ Corequisite: Physics 192. Students who have taken Physics 118 or Physics 198 may not receive credit for Physics 192L.

Same as L31 Physics 192L

Credit 1 unit.

L31 Physics 205 General Physics I

This course is the first semester of a two-semester, calculus-based introductory physics course. In this semester, we will study the principles of Newtonian mechanics and their application to various physical systems. The material we learn this semester will serve as a basis for topics we will study in the second semester, such as electromagnetism. The aim of this course is to give you a robust introduction to the fundamentals of physics. Studying physics will also give you a better insight into other subjects like chemistry. The analytic techniques we develop will have a wide range of availability. Prerequisite: previous or concurrent enrollment in Calculus I.

Credit 3 units. A&S IQ: AN BU: SCI

L31 Physics 205L General Physics I Lab

The laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite or Corequisite: Physics 205.

Credit 1 unit.

L31 Physics 206 General Physics II

Phys 206 is the second semester of a two semester, calculus-based introductory physics course. In this semester, we build on what we learned in the first semester to explore more advanced topics like electromagnetism and optics. A strong understanding of the topics covered in Phys 205 is essential for this semester. The aim of this course is to give you a robust introduction to the fundamentals of physics. Studying physics will also give you a better insight into other subjects like chemistry. The analytic techniques we develop will have a wide range of availability. Prerequisite - Physics 205. Previous or concurrent in Calc II is recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 206L General Physics II Lab

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: General Physics II.

Credit 1 unit. Arch: NSM Art: NSM BU: SCI

L31 Physics 216 Introduction to Relativity: The Special Theory

Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other "paradoxes," $E = mc^2$, laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves. Prerequisite: Phys 191, Phys 193, Phys 197, or permission of instructor.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 217 Introduction to Quantum Physics

Theoretical and experimental basis for quantum mechanics, following the historical development of 20th-century physics. Failure of classical physics; the Bohr theory of the atom; the Heisenberg uncertainty principle; the Schrodinger equation; atomic and molecular structure. Prerequisites: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 242 Selected Topics in Physics II

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: IS

L31 Physics 312 Introduction to Astrophysics

This course covers the physics needed for higher level astrophysics courses, and is a requirement for those courses. Furthermore, it gives a first introduction to several topics in modern astrophysics, including stars (stellar structure and evolution), compact objects (neutron stars and black holes), galaxies (galactic structure), and cosmology. The course should be taken by everybody interested in astrophysics. Prerequisites: Physics 191 and 192 or Physics 193 and 194 or Physics 197 and 198 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 316 Optics and Wave Physics Laboratory

Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisites: Physics 117A-Physics 118A or Physics 197-Physics 198.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 318 Introduction to Quantum Physics II

Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 321 Electronics Laboratory

Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Phys 192, Phys 194, Phys 198, Phys 206, or permission of instructor. Two three-hour laboratories and two one-hour lectures per week.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI EN: BME T, DU, SU, TU

L31 Physics 322 Physical Measurement Laboratory

A variety of classical and modern experiments in physics, including five experiments in nuclear radiation. Use of computers in experiment control, data acquisition, and data analysis. Development of skills in writing lab notebooks and formal reports and giving short oral presentations on experiments. Two laboratory periods each week. Prerequisites: Physics 217 or permission of instructor; junior- or senior-level standing.

Credit 3 units. A&S IQ: NSM, AN, WI Arch: NSM Art: NSM BU: SCI EN: TU

L31 Physics 341 Selected Topics in Physics III

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 342 Selected Topics in Physics III

Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 350 Physics of the Brain

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (1) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted; and (2) at the information-processing level, in terms of the computational tasks performed. Specific topics include neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks

as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisites: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

L31 Physics 351 Introduction to Biomedical Physics

Principles and application of key physical methods used in the diagnosis and treatment of diseases, and in biomedical research. Topics include interaction of radiation with living systems; fundamentals of optical and electron microscopy; imaging via X-rays, magnetic resonance, and ultrasound; and electrical properties of organs and cells. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206.

Credit 3 units. Arch: NSM Art: NSM BU: SCI EN: BME T, TU

L31 Physics 352 Physics of Biomolecules

This course emphasizes the application of physical laws and concepts in understanding biomolecules and their interactions, and in developing tools to investigate their biological properties and functionalities. Topics include (1) a general introduction to biomolecules and cells, (2) physics of biopolymers as modeled by stochastic analyses, (3) transport processes in biological systems including diffusion, reaction kinetics, and "life at low Reynolds number," and (4) the physics of fluorescence and its contemporary applications to dynamics of biomolecules, such as optical tweezers. Prerequisite: Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206. Some familiarity with thermodynamics and Chemistry 111A-112A recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM

L31 Physics 354 Physics of Living Systems

One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206, or Math 217 or Math 309, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI EN: BME T, TU

L31 Physics 355 Physics of Vision

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, premedical and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye

movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience is illustrated with psychophysical demonstrations. Corequisite: Physics 117A, Physics 197 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

L31 Physics 360 Biophysics Laboratory

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L31 Physics 400 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unworlly idealizations and contrivances found in textbooks. Prerequisites: General Chemistry and/or Physics, and prior or concurrent enrollment in either Chem 401 or Phys 217. The lectures will be in person; however, a complete set of taped lectures will also be available. A remote help session will be scheduled at a mutually agreed-upon time. There are no quizzes, exams or a final.

Same as L07 Chem 400

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 411 Mechanics

Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206, Math 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 421 Electricity and Magnetism

Starting from Coulomb's law, the Biot-Savart law, and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206, Math 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI EN: BME T, DU, SU, TU

L31 Physics 422 Electricity and Magnetism II

The second course in a two-part series covering the classical theory of electricity and magnetism leading to the derivation and application of Maxwell's equation. Topics in electrodynamics including Faraday's law, the displacement current and Maxwell's equations in vacuum and in matter are covered. Electromagnetic waves and radiation, special relativity and relativistic electrodynamics also are discussed. Prerequisite: Physics 421 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM EN: BME T, DU, SU, TU

L31 Physics 427 Introduction to Computational Physics

What does it mean to solve a research problem using a computer? What is the difference between "someone ran a simulation" and an interesting research result? And what skills does it take? Familiarity with a programming language is, of course, essential, but that is only the beginning. This course will focus on the methodology of computational research, touching also on topics in numerical analysis, statistics and visualization. The format will combine lectures and hands-on experience, with emphasis on research-style small-group projects. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206, Calculus, and familiarity with a programming language.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 435 Nuclear and Radiochemistry Lab

Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. One lecture hour and five hours of laboratory a week.

Same as L07 Chem 435

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 436 Introduction to the Atomic Nucleus

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics and physics.

Same as L07 Chem 436

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 441 Selected Topics in Physics IV

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 442 Selected Topics in Physics IV

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form (<https://physics.wustl.edu/independent-study/>).

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 446 Galactic Astrophysics

In these lectures, the focus is on the dynamics and statistical mechanics of a collection of stars, which is treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase distributions of stars in star clusters and galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction, galaxy formation, and dark matter will constitute the final topics of discussion.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L31 Physics 450 Physics of the Brain

Contents are the same as Phys 350. Also intended for graduate students. Includes a more sophisticated term project than Phys 350. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

L31 Physics 453 Topics in Theoretical Biophysics

Application of a range of physical models to biological systems. Topics include protein folding, self-assembling molecular systems, and mechanical properties of biological materials. Background material will be provided, but some exposure to statistical mechanics or thermodynamics is necessary. Prerequisite: experience with ordinary differential equations (as in Mathematics 217).

Credit 3 units. A&S IQ: NSM BU: SCI

L31 Physics 454 Physics of Living Systems

Contents are the same as Phys 354. Graduate students will explore the subject in more depth. Prerequisites: Physics 191-192 or Phys 193-194 or Physics 197-198 or Phys 205-206, or Math 217 or Math 309, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM EN: TU

L31 Physics 455 Physics of Vision

Contents are the same as Phys 355. Also intended for graduate students. Includes a more sophisticated term project than Phys 355. Prerequisite: Physics 191, Phys 193, Phys 197, Phys 206, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 456 Stellar Astrophysics

The course Stellar Astrophysics discusses the physical processes that play a role inside stars. Relevant physical processes include emissions and absorption processes, radiation transfer, convective transfer, the weak and strong interactions, nuclear processes and nuclear burning, and the thermodynamics of equilibrium and non-equilibrium processes in stellar interiors. Subsequently, these processes are used to explain the structure and evolution of stars of different mass ranges. Finally, the course discusses endpoints of stellar evolution including white dwarfs, neutron stars, black holes, supernova explosions and gamma-ray burst. Prerequisites: Physics 312, Physics 318, or permission of instructor.

Same as L31 Physics 556

Credit 3 units.

L31 Physics 460 X-Ray & Gamma-Ray Astrophysics

Observers started to use X-ray and gamma-rays in the '60s and '70s to explore the cosmos with high-energy photons. The sky looks dramatically different at these energies with bright flares from mass accreting black holes and gamma-ray bursts and large diffuse emission from supernova remnants and cosmic rays interacting with galactic matter and magnetic fields dominating the emission. This course gives a comprehensive overview of the underlying physics and observable phenomenology. Topics covered include the history of X-ray and gamma-ray astronomy, high-energy radiation processes, particle heating and acceleration, accretion physics, blast waves and shocks, black holes, neutron stars, supernova remnants, gamma-ray bursts, and galaxy clusters. Prerequisite: L31 Physics 312.

Credit 3 units. A&S IQ: NSM Arch: NSM

L31 Physics 463 Statistical Mechanics and Thermodynamics

Basic methods of classical and quantum statistical mechanics, thermodynamics and transport theory. Prerequisite: Physics 217 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L31 Physics 471 Quantum Mechanics

Origins of quantum theory, wave packets and uncertainty relations, Schrodinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schrodinger's equation in three dimensions, the hydrogen atom, symmetry, spin and the periodic table, approximation methods for time independent problems, quantum statistics. Prerequisite: Math 217, Physics 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM EN: BME T, SU, TU

L31 Physics 472 Solid State Physics

Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids. Prerequisite: Physics 471.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 474 Introduction to Particle Physics

Introduction to the standard model of particle physics, including symmetries, conservation laws, the weak interaction, the strong interaction, quark confinement, and some more exotic ideas such as grand unified theories. Prerequisite: Physics 217.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L31 Physics 476 Astrophysics

This Astrophysics course focuses on cosmic rays. Victor Hess discovered in 1912 that ionizing radiation impinges on the top of Earth's atmosphere. Even though physicists have been studying cosmic rays (the ionizing radiation) for more than 100 years now with a fantastic repertoire of experimental and theoretical tools, cosmic rays never stop to surprise us, and cosmic ray physicists are still pushing the frontier of cosmic exploration in many ways. This course gives an introduction into this exciting topic covering historical and recent cosmic ray measurements at all energies, particle and antiparticle observations, and neutrino observations. The presently favored models of cosmic ray acceleration and transport are discussed in detail, and some topics of current interest are highlighted (including the production of particles

and antiparticles by dark matter). The course also covers radio astronomy and highlights the clues about the origin of the cosmic rays that can be obtained from radio observations. Prerequisite: Physics 312 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 477 Physics of Finite and Infinite Nuclear Systems

Quantum mechanics of finite and infinite systems of protons and neutrons. Interaction between nucleons. Independent-particle model of nuclei and shell structure. Contrast with atomic shell model. Isospin symmetry. Information from weakly and strongly interacting probes of nuclei. Nuclear decay properties and some historical context. Many-particle description of nuclear systems. Single-particle versus collective phenomena. Properties of excited states. Bulk properties of nuclei. Nuclear and neutron matter. Role of different energy scales in determining nuclear properties: influence of long-range, short-range, and medium-induced interactions. Pairing correlations in nuclear systems. Relevance of nuclear phenomena and experiments for astrophysics and particle physics. Prerequisites: Physics 318 or Physics 471, or permission of instructor

Credit 3 units. A&S IQ: NSM Arch: NSM

L31 Physics 478 From Black Holes to the Big Bang

An introduction to general relativity. The goal is to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations by restricting attention to spherically symmetric spacetimes. Topics include: principle of equivalence; curved spacetime; spherical stars and black holes; the Big Bang model, observational cosmology. Prerequisite: Physics 411 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 481 Critical Analysis of Scientific Data

Data science is most commonly associated with topics in computer science. However, efficient algorithms, specific software packages, neural nets, and so on are only tools, and they are easily misused. In a research setting, working with data is primarily an exercise in critical thinking. The purpose of this interactive, hands-on course is to learn from mistakes by making them in a safe environment. After covering/reviewing probability theory, Bayesian inference, elements of information theory, and random matrix theory, the course will focus on case studies of real-world biological data, such as quantitative imaging data, next-generation sequencing (metagenomics), and neural recordings. These modules will involve the critical reading of research papers and working through puzzle-based assignments. The primary modules will be supplemented by shorter presentations on topics chosen by students. Fair warning: This is explicitly not a course on "big data" or machine learning, although students may choose to explore some of these topics in their presentations (required for credit). Experience with MatLab or Python strongly encouraged or will need to be acquired during the course. Open to undergraduates with prior programming experience and a quantitative background (Phys 197/198, Math 203 or similar; contact instructor if unsure). Experience with data or statistics not required. Course mimics a research environment, and undergraduates considering an academic research track are especially encouraged.

Credit 3 units. Arch: NSM Art: NSM BU: SCI

L31 Physics 482 Research Seminar

Designed to introduce students to current developments in physics and to research carried out by faculty. Topics vary each year. Each member of the department addresses their particular specialty. Interested undergraduates may take this seminar in their junior or senior year. Must be taken pass/fail.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

L31 Physics 499 Honors Program

Prerequisites: junior standing, an average grade of B or better, and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>. Program and credit to be determined; maximum 6 units.

Credit variable, maximum 3 units.

Political Science

The Department of Political Science offers undergraduates the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by long-standing problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics; international political economy; justice and the state; and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, judicial politics, political methodology and political theory. A major in political science can prepare students well for professional training and advanced study in law, business, education, journalism, policy analysis, political science, public administration, social work and urban planning. Political science graduates enter careers in business; federal, state and local government; the media; and nonprofit organizations.

Because political science is a broad discipline, students often choose to combine the major with such related fields as African and African-American studies; American culture studies; anthropology; economics; environmental policy; history; international studies; Jewish, Islamic, and Middle Eastern studies; Latin American studies; philosophy; psychology; and women, gender and sexuality studies.

Phone: 314-935-5810

Email: polisci@wustl.edu

Website: <http://polisci.wustl.edu>

Faculty

Chancellor

Andrew Martin (<https://polisci.wustl.edu/people/andrew-martin/>)
Professor of Political Science and Law
PhD, Washington University

Chair

Margit Tavits (<https://polisci.wustl.edu/people/margit-tavits/>)
William Taussig Professor in Arts & Sciences
PhD, University of Pittsburgh

Associate Chair

Daniel Butler (<https://polisci.wustl.edu/people/daniel-butler/>)
PhD, Stanford University

Director of Undergraduate Studies

Francis Lovett (<https://polisci.wustl.edu/people/frank-lovett/>)
PhD, Columbia University

Director of Graduate Studies

Keith Schnakenberg (<https://polisci.wustl.edu/people/keith-schnakenberg/>)
PhD, Washington University

Endowed Professors

Randall Calvert (<https://polisci.wustl.edu/people/randall-calvert/>)
Thomas F. Eagleton University Professor of Public Affairs and
Political Science
PhD, California Institute of Technology

Lee Epstein (<http://epstein.wustl.edu/>)
Ethan A.H. Shepley Distinguished University Professor
PhD, Emory University

James L. Gibson (<https://polisci.wustl.edu/people/james-l-gibson/>)
Sidney W. Souers Professor of Government
PhD, University of Iowa

Steven S. Smith (<https://polisci.wustl.edu/people/steven-smith/>)
Kate M. Gregg Professor of Social Sciences
PhD, University of Minnesota

James Spriggs II (<https://polisci.wustl.edu/people/james-f-spriggs/>)
Sidney W. Souers Professor of Government
PhD, Washington University

Margit Tavits (<https://polisci.wustl.edu/people/margit-tavits/>)
William Taussig Professor in Arts & Sciences
PhD, University of Pittsburgh

Professors

Daniel Butler (<https://polisci.wustl.edu/people/daniel-butler/>)
PhD, Stanford University

David Carter (<https://polisci.wustl.edu/people/david-carter/>)
PhD, University of Rochester

Brian F. Crisp (<https://polisci.wustl.edu/people/brian-crisp/>)
PhD, University of Michigan

Matthew Gabel (<https://polisci.wustl.edu/people/matthew-gabel/>)
PhD, University of Rochester

Clarissa Hayward (<https://polisci.wustl.edu/people/clarissa-rile-hayward/>)
PhD, Yale University

Francis Lovett (<https://polisci.wustl.edu/people/frank-lovett/>)
PhD, Columbia University

Diana O'Brien
PhD, Washington University

Andrew Reeves (<https://polisci.wustl.edu/people/andrew-reeves/>)
Director of the Weidenbaum Center on the Economy,
Government, and Public Policy
PhD, Harvard University

Guillermo Rosas (<https://polisci.wustl.edu/people/guillermo-rosas/>)
PhD, Duke University

Betsy Sinclair (<https://polisci.wustl.edu/people/betsy-sinclair/>)
PhD, California Institute of Technology

Associate Professors

Deniz Aksoy (<https://polisci.wustl.edu/people/deniz-aksoy/>)
PhD, University of Rochester

Dino Christenson (<https://polisci.wustl.edu/people/dino-christenson/>)
PhD, Ohio State University

Justin Fox (<https://polisci.wustl.edu/people/justin-fox/>)
PhD, University of Rochester

Matthew Hayes
PhD, University of Illinois

Jacob Montgomery (<https://polisci.wustl.edu/people/jacob-montgomery/>)
PhD, Duke University

Sunita Parikh (<https://polisci.wustl.edu/people/sunita-parikh/>)
PhD, University of Chicago

Keith Schnakenberg (<https://polisci.wustl.edu/people/keith-schnakenberg/>)

PhD, Washington University

Assistant Professors

Taylor Carlson (<https://polisci.wustl.edu/people/taylor-carlson/>)

PhD, University of California, San Diego

Ted Enamorado (<https://polisci.wustl.edu/people/ted-enamorado/>)

PhD, Princeton University

Christopher Lucas (<https://polisci.wustl.edu/people/christopher-lucas/>)

PhD, Harvard University

Lucia Motolinia (<https://polisci.wustl.edu/people/lucia-motolinia/>)

PhD, New York University

William Nomikos (<https://polisci.wustl.edu/people/william-nomikos/>)

PhD, Yale University

Michael Olson (<https://polisci.wustl.edu/people/michael-olson/>)

PhD, Harvard University

Anna Wilke

PhD, Columbia University

Carly Wayne (<https://polisci.wustl.edu/people/carly-wayne/>)

PhD, University of Michigan

Anna Zhang

PhD, Stanford University

Professors Emeriti

William R. Lowry (<https://polisci.wustl.edu/people/william-lowry/>)

PhD, Stanford University

Gary Miller (<https://polisci.wustl.edu/people/gary-miller/>)

PhD, University of Texas at Austin

Itai Sened (<https://polisci.wustl.edu/people/itai-sened/>)

PhD, University of Rochester

John Sprague (<https://polisci.wustl.edu/people/john-sprague/>)

Sidney W. Souers Professor Emeritus of Government

PhD, Stanford University

Majors

The Major in Political Science

Total units required: Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

Required courses:

- **Substantive Introductory Courses:** 6 graded units must come from two introductory courses. (**Note:** Students scoring a 4 or 5 on a relevant AP exam may place out of the associated introductory course and replace it with an upper-level course in a related subfield.)
- **Methodology Course:** 3 graded units must come from either Data Science for Politics or Pol Sci 363 Quantitative Political Methodology . All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website (<https://polisci.wustl.edu/>) for more information.)

Elective courses:

- **Distribution Requirement:** 18 graded units must come from any six 300- or 400-level courses, including at least one 400-level Capstone course (see below). Of these 18 units, students must complete at least one 3-unit course in three of the following fields: American politics, comparative politics, international politics, political methodology or political theory.
- **Other courses:** A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major.
- **Capstone:** All majors must complete at least one 400-level class, home-based in Political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, University College, or transfer credit.

Additional Information

Concentrations: Political science majors may concentrate in a subfield of political science by taking (as part of their distribution requirement) three upper-level courses in any one of the five subfields (American politics, comparative politics, international politics, political methodology or political theory) and submitting a subfield concentration form. Students may earn concentrations in up to two subfields. The successful completion of a subfield concentration will be listed on the student's transcript.

Senior Thesis: The department encourages serious students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of college credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research; however, this credit does not count toward the completion of the political science major. Although there is no grade-point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods during the spring semester of their junior year.
- Complete a subfield concentration (detailed in the Concentrations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the concentration must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors: To graduate with Latin Honors, students must successfully complete a senior thesis and have a minimum grade-point average of 3.65, as specified by the College of Arts & Sciences.

The Major in Environmental Policy

Required units: 40

Students who major in environmental policy will be required to complete 40 graded units (13 courses), distributed as follows:

- 16 units from required foundation courses
- 9 units from research methods requirements
- 9 units from the list of upper-division courses in political science
- 3 units from a social science breadth requirement
- 3 units from a substantive distribution requirement

At least 24 of the total units must be at the 300 or 400 level.

We also strongly recommend that students complete a capstone experience. Possible options include a senior honors thesis, the environmental law clinic or an appropriate internship.

Minors

The Minor in Political Science

Total units required: 15

Required courses: Students must complete a minimum of 15 graded units of course work with a C or better, including at least 9 advanced units.

Additional Information

No more than 3 units may be counted from among the following: Pol Sci 412 Directed Readings, Pol Sci 413 Directed Research, Pol Sci 419 Teaching Practicum in Political Science, summer school, University College courses, or credits from another institution (including study abroad).

Courses

Visit online course listings to view semester offerings for L32 Pol Sci (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L32&crslvl=1:4>).

L32 Pol Sci 101B American Politics

In a polarized era of American politics, it is critical to have a working knowledge of the American political process and the analytical skills with which to interpret contemporary events. This course is designed to accomplish these dual objectives. In the first few weeks of the semester, we will explore both the key principles of social scientific thinking and trace the evolution of the fundamental characteristics of American government. We will use this foundation throughout the remainder of the semester to assess the contemporary challenges to American institutions and the context in which they, and the general public, make decisions. At the end of the semester, students should be able to understand and critically engage with information about American politics as well as to actively engage with the American political system (should they choose to do so).
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
UColl: PSA

L32 Pol Sci 1021 The Business of Elections

This course will focus on understanding the primary and presidential elections — particularly the 2020 election — through a multidisciplinary approach that primarily involves political science and business. Campaigns are start-ups that rely on strategy, branding, influencing consumers (voters), financing and other concepts to achieve the election of their candidate. At the same time, American politics is highly polarized, with voters who are increasingly hostile to listening to the other side. Given this context, how does a campaign succeed as an entrepreneurial venture? This course will allow students to compare and contrast how different candidates' policies and platforms may affect different constituencies/sectors of the business/labor world as well as the economy, how the media portrays them, and what role they will play in the general election. This course is for first-year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.
Same as I60 BEYOND 102
Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 102B Introduction to Comparative Politics

One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis

on what textbook writers think political scientists know, in this course the emphasis is on "how we know what we know" and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world they find most interesting.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S UColl: PSC

L32 Pol Sci 103B International Politics

This is an introductory survey course. Its goal is to familiarize students with the basic concepts of International Relations (IR) as a subfield of political science and to introduce them to important issues, such as cooperation and conflict, independence, in the era of globalization, human rights and human development, and the environment.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 1041 First-Year Seminar: Introduction to Political Theory I

Why is democracy a good form of government? What if a benevolent dictator arose who wrote and enforced laws that were just and equitable? What if she honored the sanctity of human life and its flourishing, guaranteed a full range of liberties to her citizens — including political ones, such as the right of free speech and organization (but not including the right to rule)? Given the problems of most living democracies, why wouldn't this be a better regime than a democratic one? And are people really capable of governing themselves anyway? Why should we trust them so? In short, what's so special about "democracy" and its corresponding idol, "public opinion," that people bow to them as hallowed virtues of a good society? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class, students may enroll in either one or both. In this first semester, we lay out the fundamental themes of political theory in Plato's *Republic* and Aristotle's *Politics* asking, among other things, what justice is and what place democracy has among other forms of government. Passing briefly onto Augustine and Aquinas' struggles with religion and civil society, we emerge in modernity with Machiavelli's *Prince* and question whether the "good" and the "political" are or ought to be different aims. We conclude the semester with the social contract theory of Hobbes and Locke in which political legitimacy is based on the terms familiar to citizens of modernity: the right to rule is somehow related to a citizen's consent to be governed. In the spring semester, we turn to the struggle that modernity and the Enlightenment raised for issues of politics, including that of history, nature, institution building and economics, guided by the texts of Rousseau, Hamilton and Madison, Tocqueville, Mill, Marx, Nietzsche, and Weber.
Credit 3 units. A&S: FYS EN: S

L32 Pol Sci 106 Introduction to Political Theory

This course offers an undergraduate level introduction to the field of political theory. We will focus on three major themes—social justice, power and freedom, and democracy—reading some canonical texts, such as Bentham's *Introduction to the Principles of Morals and Legislation* and Marx's *Capital*, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.
Credit 3 units. A&S IQ: SSC Art: FAAM BU: BA EN: S

L32 Pol Sci 2010 Introduction to Environmental Policy

This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We will also examine issues such as pollution control, climate change, and biodiversity.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 2121 Topics: Sophomore Seminar in Ethnic Violence

This course is intended primarily for first-year and sophomore students. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L32 Pol Sci 226 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.
Same as L98 AMCS 202
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

L32 Pol Sci 227 Just Do It! Skills That Turn Passion Into Policy

The course focuses on skills related to the democratic expression of political rights and responsibilities. The course balances background knowledge of the issues with application. Students explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 240 Jewish Political Thought

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT

through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L32 Pol Sci 2500 Zionism

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 258 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 260 Game Theory in Science and Culture

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and the humanities. In addition to covering the basic machinery of the theory, the class participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short essay exams and participation.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 263 Data Science for Politics

We are on the doorstep of a new era of social science. Never before have political scientists had access to so much data about the attitudes and actions of individuals, institutions, and nations. Data on everything from the votes of members of the

U.S. Senate in 1855 to terrorist attacks from around the globe are only a few clicks away. This class is designed to make you an active participant in this new data-rich world. The goal is to introduce you to the methods and practices by which you can use this data to answer questions that are important to us as political scientists and citizens. How many citizens currently approve of the president, and how do we know? What policies are most effective at reducing poverty? Which campaign ads are most effective at persuading voters? Can we affect the behavior of our Facebook friends just by sharing our opinions?

Credit 3 units. A&S IQ: SSC, AN BU: BA EN: S

L32 Pol Sci 3010 Gender, Politics, and Policy in the United States

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It draws on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3011 Computational Modeling in the Social Sciences

This course introduces students to the theory and practice of computational modeling in social science. Computational modeling allows us to explore topics — including complexity, emergence and dynamics — that are difficult to study using traditional analytic methods. This course covers the theoretical foundations behind computational modeling in addition to offering an introduction to the design and programming of such models.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 3012 Advanced Modeling in the Social Sciences

This course explores advanced topics and issues in the building and validation of models in the social sciences. The principal component of the course is the design and development of an individual research project by each student. The conclusion of the course involves a public research symposium with a poster session in which all students present their models and findings to the broader campus community. Prerequisite: Pol Sci 3011 Computational Modeling in Social Science.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 3024 International Organizations

This course surveys in an historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF, and the World Bank. Prerequisite: L32 103B.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 3031 Race and Ethnicity in American Politics

This seminar discusses the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It examines the disadvantage minorities have in the American political structure, including problems with political participation. It examines how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The role of pressure groups on political structure is discussed. Additional discussion focuses on urban politics and tensions.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3044 Foundations of American Democracy

Since its founding, the United States of America has been strongly identified with principles of democratic rule. This course provides an introduction to some philosophical and historical foundations of American democracy. Over the course of the semester, we ask what democracy means and what it requires. We examine thinking about political rights and liberty at the American founding. We ask what democratic inclusion and political equality entail. We ask what democracy means, and what it should mean, in the American context, and whether and to what extent American institutions embody democratic ideals.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3055 The Comparative Study of Legislative Institutions

This course focuses on understanding the variation in legislative institutions around the world.

Credit 3 units. A&S IQ: SSC BU: IS EN: S

L32 Pol Sci 306 American Political Thought

This is a course on American political and constitutional thought. The main theme is the problem of freedom: how it should be understood, and the constitutional and other conditions which sustain it. We also touch on questions of leadership, class and foreign policy as they relate to the main theme. We begin with the political thought of the American colonists, then turn to the Federalist/Anti-Federalist debate on the constitution, and trace these lines of thinking to a point just before the outbreak of the Civil War. Apart from writings of prominent American political thinkers such as Madison, Jefferson, Adams, Hamilton and Calhoun, we also consider the work of the foreign observer of American life and honorary American, Alexis de Tocqueville.

Credit 3 units.

L32 Pol Sci 3070 Politics and Policymaking in the American States

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans every day. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in U.S. politics and policymaking by critically examining topics such as intergovernmental relations; the historical evolution of American federalism; the organization and processes associated with state legislative, executive and judicial branches; state elections; political parties; interest groups; and specific state policy areas such as budgeting, welfare, education and the environment. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3073 Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation-states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L32 Pol Sci 3090 Civil War and Peace

This course examines the causes and consequences of intrastate conflict as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, etc. We consider many potential causes of intrastate violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers and disease. Finally, using what we have learned about the causes and consequences of conflict, we analyze the utility of different tools for managing intrastate conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L32 Pol Sci 3093 Politics of the European Union

This course is designed to introduce undergraduates at the junior and senior level to the history and politics of the European Union (EU) and European integration. In the first part of the course, students will learn about the interplay of theory and practice in the history of European integration. In the second part, they will study the institutions and decision-making processes with reference to the theoretical concepts developed earlier in the course. From there, we will examine some of the key EU policies and their implementation during the third part of the course. In the final two sections of the course, we will look at constitutional politics and some of the more recent policies and developments.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L32 Pol Sci 3103 Topics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3171 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: ETH, IS EN: S

L32 Pol Sci 3180 Democracy: Causes and Consequences

This course examines the major international and domestic causes and consequences of democracy worldwide.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3199 Teaching Practicum in Political Science

This course is an opportunity for students to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. Class hours to be arranged. Prerequisite: permission of instructor. Must be enrolled through department. See department for approval form.

Credit 3 units.

L32 Pol Sci 321 Comparative European Politics

This course is designed to provide students with an introduction to politics in Europe, with a focus on national politics. The course has two main goals. One goal is that students acquire a general understanding of the institutions of democratic governance and how they affect how voters' preferences are translated into government policy. As most European states are variations of parliamentary democracies, we pay particular attention to the connection between voters and policymakers through parliamentary institutions. The second goal is that students achieve a basic understanding of specific political systems in Europe and appreciate current political issues particularly those related to democratic transitions in Eastern Europe. Prerequisites: Pol Sci 102B Intro to Comparative Politics; Pol Sci 363 Quantitative Political Methodology (can be taken concurrently).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS

L32 Pol Sci 3211 Public Opinion and American Democracy

This course is about the salience of public opinion and its influence on American Politics. Topics covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval and the relationship between public opinion and public policy. The course also trains students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisite: previous course work in American politics or communications.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3240 The Political Economy of Public Goods

This course explores the nature of public goods by investigating the economic and political rationales for providing them. We explore the endogenous creation of public goods, such as the formation of mutually agreed upon constitutions to protect property rights and the exogenous imposition of public goods, such as the regulatory framework that provides clean air. Through the use of efficiency analysis, we explore the costs and benefits to alternative institutional arrangements, such as private property or market exchanges, to the government or voluntary provision of public goods.

Credit 3 units.

L32 Pol Sci 3255 Development of the American Constitution

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 326B Latin-American Politics

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 327B African Politics

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 3292 Topics in Politics: Modern South Asian Politics

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization; land reform; law and politics; social movements; religious and caste politics; the rise of religious nationalism; and political control of the economy.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L32 Pol Sci 3296 Race and Ethnicity in the United States

This course is designed to explore relations within and between the racial and ethnic groups of the United States. Students examine the social, economic, and political similarities and differences of African Americans, Asian Americans, Latinos, and new immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation to one another and the majority population for understanding the origins of conflict and unanimity within and between the different groups. Students will pay specific attention to events in Ferguson, Missouri, and the tensions between political leaders, policing, and minorities more generally; the disproportionate levels of poverty experienced by African Americans and Mexican Americans; and the vilifying of certain minorities by the majority population.

Same as L98 AMCS 3296

Credit 3 units. A&S IQ: HUM, SD BU: BA, HUM EN: H

L32 Pol Sci 330 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3302 Politics and Policies of Immigration in the United States

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a writing-intensive and modified version of Pol Sci 226/AMCS 202. Students who have taken that course should *not* take this course. Because this is a writing-intensive class, we also spend time studying research paper design and writing.

Credit 3 units. A&S IQ: SSC, WI EN: S

L32 Pol Sci 331 Topics in Politics: Theories of Social Justice

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

L32 Pol Sci 331B Gender and American Politics

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category and the relationship between gender, race, ethnicity and power. Second, we study gender-based social movements, including the suffrage and women's rights movements, women's participation in the Civil Rights Movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Credit 3 units. BU: BA, ETH

L32 Pol Sci 332 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3321 Topics in Politics

Credit 3 units. BU: BA

L32 Pol Sci 3322 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. BU: ETH

L32 Pol Sci 3323 The Democracy Lab

The U.S. states are often called laboratories of democracy because the lessons learned from an "experiment" in one state or city can inform other governments. This course embraces the idea that we can act as scientists in the laboratories of local government. The course teaches students about research design. We also help them design their own experiments and then give students the opportunity to work with local officials to help design, conduct and analyze an experiment relating to governance.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3325 Topics in Politics

This is a topics course in Political Science.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3326 Topics in Politics: Legal and Political

This course is designed to be a readings and discussion course in Supreme Court decisions. The focus is on extensive coverage of the court's decisions in particular subject areas and their relationship to political and social factors and to public policies. The purpose of the course is to expose students in the social sciences to the decisions of the U.S. Supreme Court as indicators of political and sociological phenomena. PREREQUISITE: PERMISSION OF INSTRUCTOR ONLY.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 332B Environmental and Energy Issues

This course considers the major issues in these increasingly important areas of public policy. We will discuss the importance of political processes and actors on such phenomenon as pollution, global warming and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L32 Pol Sci 333 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 333B Individual and Community

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class

will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required.
Same as L98 AMCS 301B
Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

L32 Pol Sci 334 Topics in Politics:

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 335A International Organizations

The students participating in this course will have an opportunity to answer some of the most pressing questions about governance in the international system today. Why did the U.K. leave the European Union, and what does it mean for the remaining members? Is there a chance for international governance to address the climate crisis? How does NGO advocacy affect the behavior of nations? The course will resemble a graduate-level seminar; we will spend most of the class period in discussion of the weekly readings. Students will have an opportunity to independently study an issue or organization of their choosing, thus gaining a measure of expertise in an area of personal interest.
Credit 3 units.

L32 Pol Sci 336 Topics: American Elections and Voting Behavior

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3363 Interchangeables, Influentials, and Essentials

Do you want to know how to obtain power? How to influence the powerful? Or even how to unseat those in power? In this course, we focus on how leaders, of all types, get and keep their jobs. Regardless of setting — democratic or dictatorial (or corporate, for that matter) — it is all about those whom the leader finds to be interchangeable, those the leader finds influential, and those who are essential. Students learn the "Rules to Rule By" and why, when leaders follow them, they often behave badly causing those they govern to suffer.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 337 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 338 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: ETH EN: S

L32 Pol Sci 3381 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 339 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 340 Topics

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

L32 Pol Sci 3400 Social and Political Philosophy

Study of certain fundamental issues concerning government, society and culture. For example: What are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.
Same as L30 Phil 340F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L32 Pol Sci 3401 Topics in Political Thought

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH

L32 Pol Sci 3403 The Politics of Congressional Elections

This course introduces students to the study of American legislative elections. The first part of the course focuses on congressional election campaigns, in which we discuss who runs for office, the incumbency advantage, campaign finance, congressional primaries, electoral competition, voter turnout, and vote choice. The second part of the course examines how electoral factors affect legislative politics, focusing on questions involving representation, accountability and lawmaking. Prerequisite: L32 Pol Sci 101B Intro to American Politics.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3411 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. BU: BA

L32 Pol Sci 342 The American Presidency

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3431 Constitutional Law

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 344 Courts and Civil Liberties

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

L32 Pol Sci 3441 Defendant's Rights

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S

L32 Pol Sci 345 The Legislative Process

Structure and behavioral patterns of American legislative bodies. Primary emphasis on the U.S. Congress, with attention to state legislatures for comparative purposes. Representation, internal patterns of influence, and policy-making processes. Prerequisite: junior standing.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3462 The Politics of Privacy in the Digital Age

This course explores the changing nature of privacy in contemporary society.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S
UColl: PSA, PSC

L32 Pol Sci 349 Politics in Bureaucracies

Focuses on politics and political conflicts involving bureaucratic organizations, primarily but not exclusively those of the federal government. Attention given to the characteristics of bureaucratic organizations and their members; their relations with one another as well as with other participants in policymaking also considered. Major activities within bureaucracies — planning,

program development, organizing, budgeting and service delivery — discussed with a view to clarifying their political implications and consequences; problems associated with controlling and changing bureaucracies.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L32 Pol Sci 3510 Topics in American Politics: The Supreme Court

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

L32 Pol Sci 3551 The Welfare State and Social Policy in America

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that compose it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions and policies related to work, poverty and inequality.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3552 Political Economy of Democracy

In the past few years, a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course deals with the logic apparatus underpinning these books. In addition, the course introduces the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less-developed world.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 3561 Topics in Politics: Understanding Political Protest and Violence

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 3575 U.S. Foreign Policy: Theory and Practice

In this course, we will focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy -- the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We will examine these topics through reading and writing assignments, class discussions, and simulations to promote deeper understanding and to build practical skills.

Same as L97 GS 3575

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 358 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology) as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives of this course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 358A Conscience and Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological — and, more specifically, Christian — commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of

communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Same as L57 RelPol 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L32 Pol Sci 359 The Mathematics of Elections

Voting procedures provide the most common means of aggregating the preferences of individuals into societal outcomes. These procedures play an integral role in our daily lives, from having a show of hands to decide which type of pizza to order for a club meeting, to electing a president. This course examines the effects that different voting procedures have on how groups make decisions. We evaluate electoral systems mathematically, by considering the various properties that procedures may or may not satisfy. A classic example is Arrow's Impossibility Theorem, which tells us that every electoral system must fail to satisfy one or more criteria of fairness or sensibility. In addition to Arrow's claim, we examine other legislative paradoxes and learn why the choice of electoral procedure is critical to our understanding of how "good" and "bad" decisions can be made. We also discuss the comparative properties of electoral systems in operation, such as fairness, proportionality, representativeness and legitimacy.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3610 Legislative Politics

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We focus on the behavior of individual legislators and the role they play in crafting federal legislation in policy areas such as health care, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 362 Politics and the Theory of Games

This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different subfields of research in the social sciences today. We discuss examples of the usefulness of cooperative and noncooperative game theory to the study of human behavior in general and political science and political economy in particular.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 363 Quantitative Political Methodology

This is an introduction to research methodology and quantitative analysis for social scientists. Students are introduced to the logic of social scientific inquiry, and to the basic statistical tools used to study politics. Students learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance and regression analysis. Major components of the course include learning how to collect, manage and analyze data using computer software, and how to effectively communicate to others results from

statistical analyses. Students work collaboratively on research projects in which they pose their own questions, design a study, collect and analyze the data, and present their findings in a research paper.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC EN: S

L32 Pol Sci 3690 Politics of International Trade

In this course we study the relationship between international trade and domestic politics. We cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisite: Pol Sci 103B.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 372 Topics in International Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: IS EN: S

L32 Pol Sci 373 International Political Economy

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less-developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing or permission of instructor.

Credit 3 units. BU: IS

L32 Pol Sci 374 Contemporary American Foreign Policy

This course surveys post-war American foreign policy in historical perspective. It begins by evaluating the rise of the United States as a world power during the 20th century, its current position of primacy and its consequences in the post-Cold War period, and the distinctive traditions and institutions shaping the making of American foreign policy. It then examines the origins of the strategy of containment in the early Cold War period before considering how these debates animated the changing course of American foreign policy through the various phases of the Cold War conflict. The course concludes by analyzing American foreign policy since the end of the Cold War, up to and including debates about the consequences of September 11, 2001, for the United States' position of primacy, the Bush Doctrine and the American-led intervention in and subsequent occupation of Iraq.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L32 Pol Sci 3752 Topics in American Politics

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 3772 Topics in International Politics

Credit 3 units.

L32 Pol Sci 378 Topics in International Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 3781 Topics in Politics

This course is intended primarily for sophomores and juniors.

The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 3782 Topics in Comparative Politics: Terrorism and Political Violence

This course is intended primarily for sophomores and juniors.

The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 381 The Politics of Electoral Systems

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand, we then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties and politicians. To wrap up the course, we return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

L32 Pol Sci 3881 The Politics of Electoral Systems

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We will begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we will define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand we can then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we will return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties, and politicians. To wrap up the course, we will return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 389 Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments

that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument; revising and rewriting; writing with style; and peer consultation.

Credit 3 units. A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 389A Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 391 History of Political Thought I: Justice, Virtue, and the Soul

This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ML

L32 Pol Sci 391A Democracy and Citizenship Seminar II

What does it mean to be a citizen in a democratic society? What are the rights of citizenship and what are its responsibilities? How are the answers to these questions different for citizens of the United States of America, with its particular history, values and status in the world? Enrollment in this seminar is limited to freshmen who have been admitted to the Democracy and Citizenship Ampersand Program.

Credit 1 unit.

L32 Pol Sci 392 History of Political Thought II: Legitimacy, Equality, and the Social Contract

Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II: Legitimacy, Equality, and the Social Contract, we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: one previous course in political theory or political philosophy.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 393 History of Political Thought III: Liberty, Democracy and Revolution

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress toward one best form of government — capitalist democracy, perhaps, or communism? What forces drive history? We address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors studied include Kant, Hegel, Marx, Tocqueville, John Stuart Mill and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is designed to be the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 398 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 399 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L32 Pol Sci 4001 American Democracy and the Policymaking Process

This course is part of the Semester in DC Program.

Credit 3 units. EN: S

L32 Pol Sci 4010 Pluralism, Liberalism and Education

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340 or permission of instructor.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 4013 Negotiating Major Legislation in Congress

This course examines the outcomes of the legislative process in the United States. The first third of the course examines key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process and the uncovered set. The rest of the course examines the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student writes several drafts of a major research project on a

major piece of legislation. Each research project examines the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process and the role of party. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S IQ: SSC, WI EN: S

L32 Pol Sci 402 Topics in Political Thought

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 4024 The Meaning of National Security in the 21st Century

The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world.

Same as L97 GS 402

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 4025 Experiments in Politics

This will be a lab-style seminar in which we will design, field, and analyze an experimental study on political attitudes or political behavior. Our ultimate goal will be to publish a scholarly article in a peer-reviewed journal in political science. Prerequisite: L32 363 Quantitative Political Methodology or L32 263 Data Science for Politics (can be taken concurrently).

Credit 3 units. BU: BA

L32 Pol Sci 4030 Political Theory of Education

This course explores issues of authority, legitimacy, citizenship, freedom and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

L32 Pol Sci 4035 Chinese Politics

China, one of the few remaining communist states in the world, has not only survived, but also become a global political actor of consequence with the fastest growing economy in the world. What explains China's authoritarian resilience? Why has the CCP thrived while other communist regimes have failed? How has the Chinese Communist Party managed to develop markets and yet keep itself in power? What challenges have the 1978

market reforms brought to the CCP regime? How has China been handling thorny issues such as corruption, pollution, instability in multiethnic border regions, Internet usage in the face of technological change, and COVID-19 pandemic? This course will explore these questions in three parts. It will prepare students with the political economic foundation to conduct research and/or analyze policies in contemporary China.

Same as L97 GS 4035

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L32 Pol Sci 4040 Capstone Seminar in International Politics: Public Policy Responses to Global Poverty

This course is designed for senior political science majors with a background in international politics (refer to prerequisites). In this course we examine the theoretical and empirical literature on the causes of global poverty and evaluate public policy responses from the international community. Topics include: foreign aid (including micro finance), debt relief, trade reform, global health initiatives and private-public partnerships. Students are expected to have a strong theoretical background in the tools and concepts in political science and a strong interest in development topics. As a capstone class, the teaching style focuses on a student-centered classroom, where students run the class and help moderate discussions with outside speakers. Prerequisites: Pol Sci 103B, one advanced course in international politics, and a second advanced course in either international or comparative politics.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 4043 Public Policy Analysis, Assessment and Practical Wisdom

This course provides an introduction to the study, professional practice, ex-ante and ex-post assessment of public policy and the professional practice of public analysis. We rely heavily on David L. Weimer and Aidan R. Vining's text, *Policy Analysis: Concepts and Practice*. This course covers a series of critical concepts in the understanding of practicing, analyzing and assessing public policy.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 405 Topics in Political Thought

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

L32 Pol Sci 4050 Political Representation

In this class we study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem, what should representatives do? And how should institutions be designed to foster these normative ends? Readings provide a broad overview of the subject and address enduring questions, including problems of minority representation, voting rights and redistricting. Prerequisite: Pol Sci 106 or Pol Sci 107.

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

L32 Pol Sci 4053 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary

approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.

Same as L93 IPH 4052

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L32 Pol Sci 406 Topics in Political Thought

Credit 3 units. A&S IQ: SSC Art: SSC BU: HUM EN: S

L32 Pol Sci 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 4080 Voting Rights

This course will study legal concepts of voting rights and election law that impact the ability of citizens to access and participate in the democratic process. It will include the opportunity for students to directly engage in observing, monitoring, or advancing the right to vote during the 2008 elections. Election law changes rapidly and is the subject of legal and political dispute in a number of areas that will affect the franchise during the 2008 elections. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific "right to vote" explicitly stated in the U.S. Constitution, over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and resulted in social and political change. This course will examine the interplay of law and politics in the right to vote. The course will begin with the study of constitutional foundations, statutory protections and case law. We will then apply these principles to current issues in voting rights, including voter registration, voter identification, provisional ballots, voting machines, access for people with disabilities, felony disenfranchisement, voter suppression and voter fraud. Students will apply this knowledge to voting rights during the 2008 elections through hands-on involvement in voter education, monitoring or advocacy. The course will conclude with an assessment of the current issues in light of observations made by students during the 2008 elections, with an eye toward the advancement of election law and full enfranchisement in the future. The course involves the study of fundamental Supreme Court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional guest visits by election officials, lawyers, legislators, voting rights advocates or others.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 412 Directed Readings

This is a course of readings in political science taken under the direction of an instructor in the department.

Credit variable, maximum 3 units.

L32 Pol Sci 413 Directed Research

Research activities or project in political science done under the direction of an instructor in the department.

Credit variable, maximum 3 units.

L32 Pol Sci 4131 Intolerance and Prejudice

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Same as L33 Psych 413

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

L32 Pol Sci 414 Directed Fieldwork

This course is a fieldwork project carried out under the direction of an instructor in the department.

Credit variable, maximum 9 units.

L32 Pol Sci 415 Senior Thesis Research

Intensive research. To be conducted under the supervision and guidance of a faculty sponsor of the thesis.

Credit 3 units.

L32 Pol Sci 419 Teaching Practicum in Political Science

This course is an opportunity for undergraduates to assist in course instruction, tutoring and preparation of problems, readings and exam materials with permission and under supervision of instructor. This course counts toward up to 6 hours of credit in an advanced field for the political science major.

Credit variable, maximum 3 units.

L32 Pol Sci 4212 Elections

This course examines how politicians and policies are selected by citizens in democracies. The literature exploring the rules and procedures that govern elections is perhaps the most theoretically and empirically sophisticated body of knowledge in the study of politics. We explore how differences in these institutional rules across a variety of democracies shape the types of strategic choices voters make, the coalitions that legislators form, whose interests are represented, the structure of parties, the career paths of politicians, and the policies that governments pursue. We further investigate how, when and why electoral rules are changed with reference to several recent cases of electoral reform.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 4231 Contemporary Issues in Latin America

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic

institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L32 Pol Sci 4241 Topics in American Politics: Race and Politics

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We also examine the way that race and racism influence public opinion.

Credit 3 units.

L32 Pol Sci 425 Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L32 Pol Sci 426 Topics in American Politics:

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

L32 Pol Sci 4260 Writing about Civil Rights

The substantive goal of this course is to study the civil rights movement in order to learn more about the role of social movements, federalism, the legislative process, the presidency, political parties and the courts in American politics. This is a writing-intensive seminar, limited to 18 students, each of whom write three essays. Each student submits an early draft of each essay, which is edited and returned to the student for polishing. There are review sessions on grammar, punctuation, word usage and paragraph construction. The readings for the course include some of the best essays on the subject of civil rights by W.E.B. DuBois, Malcolm X, Martin Luther King Jr. and others. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S IQ: SSC, SD, WI EN: S

L32 Pol Sci 4271 Topics in Politics:

Credit 3 units. BU: BA

L32 Pol Sci 428 Topics in Comparative Politics: Politics and Identity

In this course, we will examine the relationship between politics and identity and the consequences for political stability and cohesion as a result of those relationships. We will consider different cases and explanations for the United States and, in comparative perspective, for how identity works with respect

to gender, race, ethnicity, class and sexual orientation in the pursuit of political or social goals. How do these different identities impact social and political conflict, local and national cohesiveness, and political participation?

Credit 3 units. A&S IQ: SSC, WI EN: S

L32 Pol Sci 4280 Political Intolerance in World Politics

This course is an investigation into the meaning, causes and consequences of political intolerance. Our goal is to expose students to contemporary research on: a) how political intolerance is conceptualized and understood, especially within the context of theories of democracy; b) how political intolerance can be measured, both at the level of the individual and the institution/society; c) where intolerance originates, both in terms of individual psychology and system-level politics; and d) what consequences flow from intolerance, especially in terms of legal and extra-legal political repression, as well cultural consequences (e.g., a "culture of conformity"). The course makes little distinction between American politics and politics in other parts of the world (although no knowledge of specific non-U.S. systems is required as a prerequisite).

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP BU: BA EN: S

L32 Pol Sci 4281 Comparative Political Parties

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims, consequences and characteristics of modern party politics.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 4291 Topics in Politics: Polarization in American Politics

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance. Prerequisites: L32 Pol Sci 101B Intro to American Politics, L32 Pol Sci 363 Quantitative Political Methodology or equivalent.

Credit 3 units.

L32 Pol Sci 4299 Feminist Political Theory

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part

of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.

Same as L77 WGSS 429

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:
BA EN: H

L32 Pol Sci 4331 Topics in Politics: The Two Dimensions of Electoral Politics

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 4373 Immigration, Identity and the Internet

This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art:
SSC EN: S

L32 Pol Sci 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L32 Pol Sci 4402 Topics in Political and Social Theory: Constitutionalism

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 440A Religion, Politics, and the University

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (<http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>) to Professor John Inazu.

Same as L57 RelPol 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L32 Pol Sci 4451 Contemporary Politics in India

This seminar examines current topics and controversies in contemporary Indian politics. The course has three main foci: the links between politics and economic liberalization over the past two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party

politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

L32 Pol Sci 450 Topics in American Politics:

Credit 3 units.

L32 Pol Sci 4504 Contemporary Democratic Theory

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention is given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates.

Credit 3 units.

L32 Pol Sci 4505 American Political Parties

This seminar introduced students to core literature on political parties with a strong bias toward recent research.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 451 Topics in American Politics: Supreme Court

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts.

Credit 3 units.

L32 Pol Sci 4513 Topics in Politics: Criminal Law and Criminal Justice: Homicide

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community.

Credit 3 units. A&S IQ: SSC, WI Art: SSC BU: BA

L32 Pol Sci 4522 Topics in American Politics

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units.

L32 Pol Sci 4551 Seminar in Political Economy

This research seminar introduces the student to recent work on the political economy of democracy. We start with a historical account of the development of democratic institutions in Britain and the United States, and then continue with recent work on modeling elections. We compare elections in countries that make use of proportional electoral systems, such as Israel,

with those like the United States and Britain that are highly majoritarian. Finally, we discuss the forces of democratization and globalization. The required work for the seminar is a research paper approximately 20 pages (double-spaced) in length.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 4552 Comparative Political Economy

This seminar introduces the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We read and discuss a number of recent books: Acemoglu and Robinson on *Economic Origins*; North, Weingast and Wallis on *Violence and Social Order*; Przeworski on *Democracy and Development*; Ferguson on *Money*; Collier on *Wars, Guns and Votes*. If time permits, we discuss recent work by Stern on the *Economics of Climate Change*. Students are expected to work on two short research papers, either empirically or theoretically based, and make a presentation of their work near the end of the semester.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 4621 Politics and the Theory of Games

This course covers basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. It covers some issues of the forefront of contemporary research in game theory as the central analytical tool in studying the science of politics. The main substantive issues are the emergence of law and order in society, markets vs. political mechanisms, and the distinctive characteristics of parliamentary vs. presidential democratic systems. The course also includes some real case studies, basic experiments and, in general, a lot of fun.

Credit 3 units. A&S IQ: SSC Art: SSC

L32 Pol Sci 4625 Topics in Politics

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L32 Pol Sci 464 Topics in American Politics: The United States in Vietnam: Origins, Developments and Consequences

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention is given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Same as L22 History 4894

Credit 3 units. A&S IQ: HUM, LCD EN: H

L32 Pol Sci 4646 Democracy: Theory and Practice

What does it mean to govern democratically? Why value democratic government? What role, if any, should notions of rights, representation, and deliberation play in theorizing about and empirical research into problems of democratic governance? What lessons can we learn about democracy from scholars writing in the traditions of feminist theory and critical race theory? What is the relation between democracy and knowledge? Should democracy extend beyond the boundaries that define the nation-state? Should (some aspects of) the economy be democratized? During the fall of 2018, we will have the opportunity to ask these

and related questions in the context of the U.S. midterm election. We will engage in debates about contemporary democratic theory while we follow developments in the campaigns leading up to the November election.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 4731 Global Political Economy

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance and multinational production) on domestic governments and societies?

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

L32 Pol Sci 4761 Politics of International Finance

In this course we examine the complex relationship between international finance, economic development, and domestic politics by drawing on the recent scholarly literature in economics, political science and finance. The focus is on the theoretical literature on both the determinants of international financial flows and its effects on domestic societies. Specially, we focus on five forms of international finance: (1) international equity markets (stocks), (2) flows of foreign direct investment (multinational corporations), (3) currency markets (with a special focus on currency crisis), (4) international debt and (5) international aid.

Credit 3 units. EN: S

L32 Pol Sci 480 Topics in International Politics: Growth and Development

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L32 Pol Sci 4861 Seminar on American Election and Voting

Survey of major contributions to the study of American elections and voting behavior; patterns of voting through time as well as contemporary cross-sectional patterns.

Credit 3 units.

L32 Pol Sci 489 Politics of Regulation

Events such as the Gulf oil spill and the economic meltdown have dramatized the importance of regulation in the United States, and at the same time called into question the most fundamental beliefs about the nature of the regulatory process. This course reviews the notion of market failure as basic to understanding the rationale for government regulation; it also examines theories of governmental failure as a source of skepticism and concern regarding impediments to effective regulation. Much of the course reviews the development of regulatory machinery in the 20th century. We examine the political forces that have resulted in expansion of the institutions of regulation — interest groups, partisan conflict, legislative negotiation, and executive leadership. We examine these forces in detail in examining the political and legislative response to recent financial and environmental crises.

Credit 3 units. A&S IQ: SSC, WI EN: S

L32 Pol Sci 491 Collection and Analysis of Qualitative Data

This course covers basic techniques for collecting, interpreting and analyzing qualitative data. Students select a research project, collect appropriate qualitative data and conduct a preliminary analysis. Students learn how to gather several types of qualitative data, including participant observation and open- and closed-ended interviews. In addition, they evaluate and analyze primary data collected by others including oral histories, archival records, interview transcripts. We consider the advantages and disadvantages of non-randomly collected data, such as those gathered through ethnographic and archival methods. We assess the utility of building statistical datasets from such data, and students learn the basic techniques of using computer programs such as Nvivo and Atlas.ti for qualitative data. Biweekly assignments that focus on different aspects of collection and analysis are designed to help students produce a research paper as a final project.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 495 Research Design and Methods

This course provides an introduction to qualitative and quantitative research methods in political science. Topics address issues related to theory building as well as theory testing. Technical issues related to these methods are not the focus of this course, as are theoretical issues regarding the advantages and disadvantages of the different approaches. Ultimately, the goal of this course is twofold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design; and (2) to guide students in how to design an original research project. Both the reading assignments, including methodological and applied readings, and the written assignments are directed toward these goals.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 496 Game Theory and Collective Choice

An introduction to models of collective choice important in political science, including game theory, the spatial voting model and axiomatic social choice theory. The course concentrates primarily on noncooperative game theory, whose main topics include: strategic and sequential forms, Nash equilibrium, solution by backward induction, imperfect information, repeated games; and applications to voting, campaigning, public goods, agenda design, bargaining and collective action. With noncooperative games as a foundation, the course then examines cooperative game theory (games in coalition form), voting as a social choice mechanism (including the median voter theorem and global cycling theorems), and social-choice possibility theorems (such as Arrow's Theorem). Prerequisite: Math 131 Calculus I or Pol Sci 5052 Mathematical Modeling, or equivalent.

Credit 3 units. A&S IQ: SSC EN: S

L32 Pol Sci 49PK The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital

project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK

Credit 3 units. A&S IQ: HUM EN: H

Portuguese

Portuguese is the sole official language of seven countries spanning three continents: Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Príncipe. In addition, Portuguese enjoys co-official language status in East Timor, Equatorial Guinea and Macau. It is the sixth most spoken language worldwide and the fifth most spoken on the internet.

Among the countries where Portuguese is an official language, Brazil stands out as a formidable emerging 21st-century economic power. With a population of more than 190 million people, it is one of the 10 largest markets in the world.

Students learning Portuguese are often initially attracted by the array of vibrant Lusophone cultures, but the language is also appealing for pragmatic reasons to increasing numbers of business, economics, political science, anthropology and environmental studies majors. Many students are interested in Latin American Studies or globalization, or they are curious about Brazil's rich natural resources and booming technology industry.

Portuguese is an outstanding supplement to any student's education. For those already fluent in Spanish or other Romance languages, Portuguese represents the chance to take a fast-paced course sequence and be fluent more quickly in multiple languages.

At Washington University, Portuguese classes are marked by the same joyful, positive environment that is characteristic of many Lusophone cultures. Outside the classroom, students can improve their fluency at cultural events, the *bate-papa* (conversation) group, and Lusophone movie nights, in addition to choosing from study abroad programs affiliated with the university, either for the summer or for an entire semester.

Bem-vindos!

Contact: Eliza Williamson
Phone: 314-935-5175
Email: eliza.williamson@wustl.edu
Website: http://rll.wustl.edu

Faculty

Chair

Julie E. Singer (<https://rll.wustl.edu/people/julie-singer/>)
PhD, Duke University

Endowed Professors

Mabel Moraña (<https://rll.wustl.edu/people/mabel-morana/>)

William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program
PhD, University of Minnesota

Ignacio Sánchez-Prado (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)

Jarvis Thurston and Mona Van Duyn Professor in Humanities in Arts & Sciences
PhD, University of Pittsburgh

Elzbieta Sklodowska (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences
PhD, Washington University

Professors

William Acree (<https://rll.wustl.edu/people/william-acree/>)

PhD, University of North Carolina at Chapel Hill

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)

PhD, University of Illinois at Urbana-Champaign

Tili Boon Cuillé (<https://rll.wustl.edu/people/tili-boon-cuille/>)

PhD, University of Pennsylvania

J. Andrew Brown (<https://rll.wustl.edu/people/j-andrew-brown/>)

PhD, University of Virginia

Pascal Ifri (<https://rll.wustl.edu/people/pascal-ifri/>)

PhD, Brown University

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)

PhD, New York University

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

PhD, Duke University

Rebecca Messbarger (<https://rll.wustl.edu/people/rebecca-messbarger/>)

PhD, University of Chicago

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)

PhD, University of California, Los Angeles

Harriet A. Stone (<https://rll.wustl.edu/people/harriet-stone/>)

PhD, Brown University

Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)

PhD, Cornell University

Associate Professors

Javier García-Liendo (<https://rll.wustl.edu/people/javier-garcia-liendo/>)

PhD, Princeton University

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)

PhD, Harvard University

Ignacio Infante (<https://rll.wustl.edu/people/ignacio-infante/>)

PhD, Rutgers University

Eloísa Palafox (<https://rll.wustl.edu/people/eloisa-palafox/>)

PhD, Michigan State University

Assistant Professor

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)

PhD, Ohio State University

Teaching Professors

Elizabeth Allen (<https://rll.wustl.edu/people/elizabeth-allen/>)

PhD, Columbia University

Amanda Carey (<https://rll.wustl.edu/people/amanda-carey/>)

MA, Arizona State University

Lionel Cuillé

PhD, Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon

Iva Youkilis (<https://rll.wustl.edu/people/iva-youkilis/>)

MA, University of Virginia

Senior Lecturers

Marisa Barragán-Peugnet (<https://rll.wustl.edu/people/marisa-barragan-peugnet/>)

MA, Saint Louis University

Virginia Braxs (<https://rll.wustl.edu/people/virginia-braxs/>)

MA, Washington University

Heidi Chambers (<https://rll.wustl.edu/people/heidi-chambers/>)

MA, Washington University

Erika Conti (<https://rll.wustl.edu/people/erika-conti/>)

PhD, Washington University

Rebeca Cunill

PhD, Florida International University

Jody Doran (<https://rll.wustl.edu/people/jody-doran/>)

MA, Washington University

Rebeca Fromm Ayoroa (<https://rll.wustl.edu/people/rebeca-fromm-ayoroa/>)

ABD, Princeton University

Vincent Jouane (<https://rll.wustl.edu/people/vincent-jouane/>)

PhD, Washington University

Nancy Kay Schnurr (<https://rll.wustl.edu/people/nancy-schnurr/>)

MA, Middlebury College

Lecturers

Mark Dowell (<https://rll.wustl.edu/people/mark-dowell/>)
MA, University of North Carolina at Chapel Hill

Silvia Ledesma Ortiz (<https://rll.wustl.edu/people/silvia-ledesma-ortiz/>)
MA, Saint Louis University

Steve Levillain (<https://rll.wustl.edu/people/st%C3%A8ve-levillain/>)
PhD, University of Iowa

Erik Nesse (<https://rll.wustl.edu/people/erik-nesse/>)
PhD, University of Colorado

Eliza Williamson (<https://lasprogram.wustl.edu/people/eliza-williamson/>)
PhD, Rice University

Professors Emeriti

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)
PhD, John Hopkins University

Elyane Dezon-Jones
Doctorat de 3e Cycle, University of Paris

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)
PhD, University of Illinois

Stamos Metzidakis (<https://rll.wustl.edu/people/stamos-metzidakis/>)
PhD, Columbia University

Michel Rybalka
PhD, University of California, Los Angeles

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
PhD, University of Illinois at Urbana-Champaign

Colette H. Winn (<https://rll.wustl.edu/people/colette-winn/>)
PhD, University of Missouri-Columbia

Majors

The Department of Romance Languages and Literatures offers two years of intensive course work in Portuguese. Although there is not yet an official major in this area, students can opt to include Portuguese as one of their three languages of concentration in the pursuit of a Romance languages major. For more information about this option, please email Eliza Williamson (eliza.williamson@wustl.edu).

Minors

The Department of Romance Languages and Literatures offers course work in Portuguese; however, there is not yet a minor in this area.

Courses

Visit online course listings to view semester offerings for L37 Portug (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L37&crslvl=1:4>).

L37 Portug 101 Portuguese I

Introduction to Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L37 Portug 102A Portuguese II

Introduction to Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prerequisite: Portug 101 or permission of instructor.
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L37 Portug 103 Portuguese for Romance Language Speakers I

Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and to promote a more rapid learning of Portuguese. Classes are entirely taught in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Intermediate online placement exam in Spanish is required.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L37 Portug 104 Portuguese for Romance Language Speakers II

This course intends to offer a sequence in the learning process initiated in Portug 103. It is a fast-paced class, designated for Spanish speakers with the objective of improving conversational, writing and reading skills. Prerequisite: Portug 103 or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L37 Portug 215 Reading and Conversation I

The goal of this course is to review and enhance the content learned at the basic level. Through culturally relevant readings and related conversational activities, students are expected to enrich their vocabulary, gain fluency, and improve both reading comprehension and writing skills. Prerequisites: two college semesters of Portuguese or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L37 Portug 220 Reading and Conversation II: Intermediate Portuguese

This course is a continuation of Portug 215, therefore an intermediate level in the Portuguese section. Its main goal is to improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class provides tools to expand vocabulary and promote a cultural understanding of Brazil. Prerequisite: Portug 215 or permission of instructor.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L37 Portug 399 Undergraduate Independent Study

Prerequisite: permission of the department.

Credit 3 units.

L37 Portug 400 Independent Study

Credit variable.

Psychological & Brain Sciences

Psychological & Brain Sciences allows students to examine in depth the study of behavior in the following areas:

- Aging and development
- Biological bases of behavior
- Clinical and psychopathology
- Cognition
- Cognitive neuroscience
- Learning and memory
- Personality
- Sensation and perception
- Social interactions

The Department of Psychological & Brain Sciences at Washington University has particular strengths in the following areas:

- Aging
- Behavioral economics
- Human development
- Diversity science
- Cognitive neuroscience
- Emotion
- Judgment and decision making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes
- Human emotion

There are also many opportunities for undergraduates in this department:

- Research involvement with faculty members
- Supervised internships with community service agencies
- Practicum in Applied Behavior Analysis: Autism Spectrum Disorder
- Study abroad

- Concentrations within the major
- Senior honors
- Membership in Psi Chi, the national honor society in psychology

Contact: Shelley Kohlman
Phone: 314-935-5169
Email: skohlman@wustl.edu
Website: <https://psych.wustl.edu/undergraduate-program>

Faculty

Chair

Jeffrey M. Zacks (<https://dcl.wustl.edu/people/jeff-zacks/>)

Professor

PhD, Stanford University

Associate Chair

Denise P. Head (<http://psychweb.wustl.edu/people/denise-head/>)

PhD, University of Memphis

Endowed Professors

Deanna M. Barch (<http://psychweb.wustl.edu/people/deanna-barch/>)

Gregory B. Couch Professor of Psychiatry

PhD, University of Illinois at Urbana-Champaign

John Baugh (<http://psychweb.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

(African and African-American Studies; Anthropology; Education; English)

Pascal R. Boyer (<https://psych.wustl.edu/people/pascal-boyer/>)

Luce Professor of Collective and Individual Memory

PhD, University of Paris

(Anthropology)

Randy J. Larsen (<https://psych.wustl.edu/people/randy-larsen/>)

William R. Stuckenberg Professor of Human Values and Moral Development

PhD, University of Illinois at Urbana-Champaign

Thomas F. Oltmanns (<https://psych.wustl.edu/people/thomas-oltmanns/>)

Edgar James Swift Professor of Arts & Sciences

PhD, State University of New York–Stony Brook

Henry L. Roediger III (<https://psych.wustl.edu/people/henry-roediger/>)

James S. McDonnell Distinguished University Professor

PhD, Yale University

Rebecca A. Treiman (<https://psych.wustl.edu/people/rebecca-treiman/>)

Burke and Elizabeth High Baker Professor of Child
Developmental Psychology
PhD, University of Pennsylvania

Professors

Richard A. Abrams (<http://psychweb.wustl.edu/people/richard-abrams/>)

PhD, University of Michigan

David A. Balota (<http://psychweb.wustl.edu/people/david-balota/>)

PhD, University of South Carolina

Todd Braver (<http://psychweb.wustl.edu/people/todd-braver/>)

PhD, Carnegie Mellon University

Brian D. Carpenter (<http://psychweb.wustl.edu/people/brian-carpenter/>)

PhD, Case Western Reserve University

Ian G. Dobbins (<https://psych.wustl.edu/people/ian-dobbins/>)

PhD, University of California, Davis

Leonard Green (<https://psych.wustl.edu/people/leonard-green/>)

PhD, State University of New York–Stony Brook

Sandra S. Hale (<https://psych.wustl.edu/people/sandra-hale/>)

PhD, University of Wisconsin–Milwaukee

Lori Markson (<https://psych.wustl.edu/people/lori-markson/>)

PhD, University of Arizona

Mark A. McDaniel (<https://psych.wustl.edu/people/mark-mcdaniel/>)

PhD, University of Colorado

Kathleen B. McDermott (<https://psych.wustl.edu/people/kathleen-mcdermott/>)

PhD, Rice University

Thomas L. Rodebaugh (<https://psych.wustl.edu/people/thomas-rodebaugh/>)

PhD, University of North Carolina at Chapel Hill

Mitchell Sommers (<https://psych.wustl.edu/people/mitchell-sommers/>)

PhD, University of Michigan

Michael J. Strube (<http://psychweb.wustl.edu/people/michael-strube/>)

PhD, University of Utah

Desirée A. White (<https://psych.wustl.edu/people/desiree-white/>)

PhD, Washington University

Endowed Associate Professor

Joshua Jackson (<https://psych.wustl.edu/people/joshua-jackson/>)

Saul and Louise Rosenzweig Associate Professor of Personality
Science
PhD, University of Illinois at Urbana-Champaign

Associate Professors

Ryan Bogdan (<http://psychweb.wustl.edu/people/ryan-bogdan/>)

PhD, Harvard University

Julie M. Bugg (<http://psychweb.wustl.edu/people/julie-bugg/>)

PhD, Colorado State University

Andrew Butler (<https://psych.wustl.edu/people/andrew-c-butler/>)

PhD, Washington University

Tammy English (<https://psych.wustl.edu/people/tammy-english/>)

PhD, University of California, Berkeley

Patrick Hill (<https://psych.wustl.edu/people/patrick-hill/>)

PhD, University of Notre Dame

Alan J. Lambert (<https://psych.wustl.edu/people/alan-lambert/>)

PhD, University of Illinois at Urbana-Champaign

Renee J. Thompson (<https://psych.wustl.edu/people/renee-thompson/>)

PhD, University of Illinois at Urbana-Champaign

Assistant Professors

Wouter Kool (<https://psych.wustl.edu/people/wouter-kool/>)

PhD, Princeton University

Calvin Lai (<https://psych.wustl.edu/people/calvin-lai/>)

PhD, University of Virginia

Seanna Leath

PhD, University of Michigan, Ann Arbor

Zachariah Reagh

PhD, University of California, Irvine

Jessie Sun (<https://jessiesun.me/>)

PhD, University of California, Davis

Kristin Van Engen (<https://psych.wustl.edu/people/kristin-van-engen/>)

PhD, Northwestern University

Emily Willroth (<https://emilywillroth.com/>)

PhD, University of California, Berkeley

Affiliated Faculty

Arpana Agrawal (<https://psych.wustl.edu/people/arpana-agrawal/>)

PhD, Virginia Commonwealth University
(Psychiatry)

Joe Barcroft (<http://pages.wustl.edu/barcroft/>)

PhD, University of Illinois at Urbana-Champaign
(Romance Languages and Literatures)

Cindy Brantmeier (<https://education.wustl.edu/people/cindy-brantmeier-1/>)

PhD, Indiana University
(Education & Applied Linguistics)

Robert Carney (<https://psychiatry.wustl.edu/people/robert-m-carney-phd/>)

PhD, Washington University
(Psychiatry)

Maurizio Corbetta (<http://www.nil.wustl.edu/labs/corbetta/about.html>)

MD, University of Pavia
(Neurology)

Nico Dosenbach

MD, PhD, Washington University School of Medicine
(Neurology, Pediatrics, Radiology, Occupational Therapy)

James DuBois (<https://publichealth.wustl.edu/scholars/james-m-dubois/>)

PhD, International Academy of Philosophy, Liechtenstein
(Medicine)

Hillary Eifenbein (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=helfenbein>)

PhD, Harvard University
(Business)

Kenneth Freedland (<https://psychiatry.wustl.edu/people/kenneth-e-freedland-phd/>)

PhD, University of Hawaii
(Psychiatry)

Robert Fucetola (<https://physicians.wustl.edu/people/robert-p-fucetola-phd/>)

PhD, Washington University
(Neurology)

Brian Gordon (<https://www.mir.wustl.edu/employees/brian-gordon/>)

PhD, University of Illinois
(Radiology)

Jason Hassenstab (https://neuro.wustl.edu/Faculty/Hassenstab_J/)

PhD, Fordham University
(Neurology)

Andrew Heath (<https://psychiatry.wustl.edu/people/andrew-heath-dphil/>)

DPhil, Oxford University
(Psychiatry)

Tamara Hershey (<https://psychiatry.wustl.edu/people/tamara-hershey-phd/>)

PhD, Washington University
(Psychiatry)

Barry Hong (<https://psychiatry.wustl.edu/people/barry-hong-phd-abpp/>)

PhD, Saint Louis University
(Psychiatry)

Brett Hyde (<http://pages.wustl.edu/bhyde/>)

PhD, Rutgers University
(Philosophy)

Brenda Kirchoff (<https://sites.wustl.edu/ccplab/people/brenda-kirchoff/>)

Research Scientist
PhD, Boston University
(Psychological & Brain Sciences)

Patrick Lustman (<https://psychiatry.wustl.edu/people/patrick-lustman-phd/>)

PhD, Michigan State University
(Psychiatry)

Alvitta Ottley (<https://engineering.wustl.edu/faculty/Alvitta-Ottley.html>)

PhD, Tufts University
(Computer Science and Engineering)

John Pruett (<https://psychiatry.wustl.edu/people/john-pruett-jr-md-phd/>)

PhD, Washington University
(Psychiatry)

Marcus E. Raichle (<http://www.nil.wustl.edu/labs/raichle/>)

MD, University of Washington
(Radiology)

Christopher Rozek (<https://education.wustl.edu/people/christopher-rozek/>)

PhD, University of Wisconsin–Madison
(Education)

Lawrence Snyder (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=3164)

MD, PhD, University of Rochester
(Neurobiology)

David Van Essen (<https://profiles.wustl.edu/en/persons/david-van-essen/>)

PhD, Harvard University
(Anatomy and Neurobiology)

James V. Wertsch (<https://anthropology.wustl.edu/people/james-wertsch/>)

Marshall S. Snow Professor in Arts & Sciences
PhD, University of Chicago
(Anthropology; International and Area Studies; Education)

Denise E. Wilfley (<https://psych.wustl.edu/people/denise-wilfley/>)

Scott Rudolph University Professor of Psychiatry
PhD, University of Missouri

David Wozniak (<https://psychiatry.wustl.edu/people/david-wozniak-phd/>)

PhD, Washington University
(Psychiatry)

Research Professor

Joel Myerson (<https://psych.wustl.edu/people/joel-myerson/>)

PhD, Arizona State University

Research Assistant Professor

Alexander Hatoum (<https://psych.wustl.edu/people/alexander-s-hatoum/>)

PhD, University of Colorado Boulder

Lecturers

Tim Bono (<https://psych.wustl.edu/people/tim-bono/>)

PhD, Washington University

Emily Cohen-Shikora (<https://psych.wustl.edu/people/emily-cohen-shikora/>)

PhD, Washington University

Shelly Cooper

PhD, Washington University

Erin Lawton (<https://psych.wustl.edu/people/erin-lawton/>)

PhD, Washington University

Emma Covey Johnson

PhD, University of Colorado

John Nestojko (<https://psych.wustl.edu/people/john-nestojko/>)

PhD, University of California, Los Angeles

Heather Rice (<https://psych.wustl.edu/people/heather-rice/>)

PhD, Duke University

Robinson Welch (<https://psychiatry.wustl.edu/people/robinson-welch-phd/>)

PhD, University of Missouri-Columbia

Professors Emeriti

Janet M. Duchek (<https://psych.wustl.edu/people/janet-duchek/>)

PhD, University of South Carolina

Stanley Finger (<https://psych.wustl.edu/people/stanley-finger/>)

PhD, Indiana University Bloomington

Larry Jacoby (<https://psych.wustl.edu/people/larry-jacoby/>)

PhD, Southern Illinois University Carbondale

Brett Kessler (<https://psych.wustl.edu/people/brett-kessler/>)

PhD, Stanford University

Michael Merbaum (<https://psych.wustl.edu/people/michael-merbaum-0/>)

PhD, University of North Carolina at Chapel Hill

Steven E. Petersen (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=1480)

PhD, California Institute of Technology

Anthony Schuham (<https://psych.wustl.edu/people/anthony-schuham/>)

PhD, Washington University

Martha Storandt (<https://psych.wustl.edu/people/martha-storandt/>)

PhD, Washington University

Majors

The Major in Psychological & Brain Sciences

The field of psychology encompasses a large and diverse area of study that is empirical, theoretical and practical. As the science concerned with the study of behavior, psychology includes such areas as the biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; emotion; sensation and perception; the study of social interactions, persuasion and attitudes; aging and development; personality; clinical, psychopathology and health psychology; and leisure and work experiences. Psychology is a valuable multipurpose discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education and business. In addition, it provides important skills and knowledge for those who may not be planning additional schooling.

Total units required: 34 units, of which at least 25 must be at the 300 level or above

Required courses:

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B is possible in the following circumstances:
 - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
 - An Advanced Placement (AP) psychology test score of 5, an International Baccalaureate (IB) score of 6 or 7, or a British A-Level grade of A. (**Note:** The AP, IB, or British A-Level earns an exemption from Psych 100B but no units of credit toward the major.)
- Psych 300 Introduction to Psychological Statistics
 - Math 2200, Math 3200, or DAT 120 may substitute for Psych 300 but earn no units of credit toward the major. No AP math course can substitute for Psych 300.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

Core requirements: At least one course* from each of the following five categories:

Social/Personality:

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 367	Positive Psychology: The Science of Happiness	3
Psych 395	Prejudice, Stereotyping & Discrimination	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

Mental Health/Affective:

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Abnormal Psychology/ Psychopathology and Mental Health	3
Psych 3501	Psychotherapy: Introduction to Practice and Research	3
Psych 3645	Understanding Emotions	3
Psych 367	Positive Psychology: The Science of Happiness	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4182	Perception, Thought and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

Behavior and Cognition:

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

Lifespan Development:

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the core area, but units are counted as part of the "6 units rule" described below)	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 427	Social Gerontology	3

* If a course falls into more than one category, it can only be used to fulfill one of those categories (i.e., no double-counting).

Elective courses: An additional 9 units of course work

6 Units Rule: No more than 6 units from the following course types may be used to satisfy the minimum requirements for the Psychology & Brain Sciences (P&BS) major:

- 100-/200-level courses (other than Psych 100B)
- Psych 333 Independent Study in Psychological & Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences

- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved University College psychology classes
- Cross-listed courses not home-based in P&BS
- Transfer credits (students transferring from another college should refer to the Transfer Credit section below)

The Major in Psychological & Brain Sciences: Cognitive Neuroscience

How does the brain think? Cognitive neuroscience refers to the scientific study of the linkage between mental functions and the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking and emotion in terms of physical principles and biological components. At the same time, it aims to provide an understanding of the psychological constraints on how the brain functions, computes and generates behavior. Students who pursue the undergraduate major in cognitive neuroscience will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relationship between healthy cognitive and brain function and its breakdown in various disease states and disorders. The cognitive neuroscience major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education and law.

Total units required: 36-37 units/12 courses (plus prerequisites)

Prerequisites outside of Psychological & Brain Sciences (7 units):

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
Total Units		7

Note: Each of these prerequisites has its own prerequisites: Math 132 requires Math 131; for Biol 2960, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the college.

Core requirements(19 units):

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301 or Psych 3011	Experimental Psychology	4
Psych 3401 or Psych 344	Biological Psychology Principles of the Nervous System	3
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
Total Units		19

Note: The first three requirements (i.e., Psych 100B, 300, and 301/3011) are the same as those for the regular P&BS major. L33 Psych 344 is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not L41 Biol 3411.

Exemption from Psych 100B is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A. (**Note:** The AP, IB, or British A-Level earns an exemption from Psych 100B but no units of credit toward the major.)

Math 2200 or Math 3200 or Marketing Statistics DAT 120 may substitute for Psych 300 but earn no units of credit toward the major. No AP math course can substitute for Psych 300.

Additional Biological & Cognitive Distributions (two courses — one each from Distribution A and B lists):

Distribution A eligible courses:

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4182	Perception, Thought and Action	3
Psych 433	Psychology of Language	3

Note: Language Acquisition and Psychology of Language have an outside prerequisite of Ling 170D.

Distribution B eligible courses:

Code	Title	Units
Biol 3058	Physiological Control Systems	2
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains and Behavior	3
Psych 345	Genes, Environment, and Human Behavior	3
Physics 350	Physics of the Brain	3

Computation requirement (one course):

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 4175	Applied Statistical Analysis with R	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/depth requirement (9 units — one course each* from Groups A, B, and C):

Capstone/Depth A eligible courses:

Code	Title	Units
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4048	Neuropsychology of Dementia	3
Psych 4182	Perception, Thought and Action	3
Psych 4413	Advanced Cognitive Neuroscience (Writing Intensive)	3
Psych 4450	Functional Neuroimaging Methods	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Psych 488	The Cognitive Neuroscience of Film	3

or an appropriate 400-level course from outside of the department, such as the following:

Code	Title	Units
Biol 4030	Biological Clocks	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4580	Principles of Human Anatomy and Development	3
Phil 4212	Philosophy of Neuroscience	3

Capstone/Depth B eligible courses (for capstone research/writing-intensive experience):

Code	Title	Units
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4413	Advanced Cognitive Neuroscience (Writing Intensive)	3
Psych 444B	Independent Study for the Major in Psychological & Brain Sciences: Cognitive Neuroscience	3
Psych 498	Study for Honors (Writing Intensive)	3

Capstone/Depth C eligible courses: An additional 3 units from the Capstone/Depth A or B lists or, with prior approval, MBB 300/FYP 3001 (two consecutive semesters must be completed), Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval), or Psych 498.

* If a course falls into more than one category, it can only be used to fulfill one of those categories (i.e., no double-counting).

Acceptance into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor, who will carefully review the requirements and oversee the student's progress. A brief one-page statement from the student about why they feel that the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the cognitive neuroscience major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the major advisor.

Additional Information

Transfer Credit: If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

Senior Honors: The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade-point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Concentrations in Psychological & Brain Sciences

To augment the broadly based P&BS major, the department offers concentrations for students who wish to engage more intensively with a specific area within the discipline. The concentrations are meant as an enrichment of the major, but only 3 units for the concentrations may be part of the regular P&BS major requirements.

A concentration requires a minimum of 12 units, which include required and elective courses (one of which must be at the 400 level). In addition, to complete a concentration, students will have to undertake an approved research assistantship (Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences) or an approved internship, practicum or honors thesis.

A concentration will be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved concentrations. Each concentration will have a member of the faculty as the contact person who will meet with and advise students in the concentration.

Courses taken for a concentration may be used to fulfill no more than one of the core categories or distribution requirements of a P&BS major. No more than 3 units of course work taken for a concentration may be applied toward a P&BS major. None of the units for a concentration can be counted for any other major or minor (i.e., there is no double counting). For those pursuing the cognitive neuroscience major, the cognitive neuroscience concentration is not an option.

The Six Concentrations

Cognition in Children

This concentration allows students to acquire deeper knowledge of cognitive and social-cognitive processes that occur during infancy and early childhood. The courses for this concentration consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic and social abilities.

Advisor/coordinator: Professor Lori Markson

Course work required:

Code	Title	Units
Psych 321	Developmental Psychology	3

Electives (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar	3
Psych 358	Language Acquisition	3
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4591 or Psych 4592	The Development of Social Cognition Development of Social Cognition (Writing Intensive)	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C or Psych 498/499)

Relevant faculty: Lori Markson, Rebecca Treiman and Desirée White

Cognitive Neuroscience

This concentration allows students to acquire deeper knowledge of the relationship between mind and brain. The courses for the concentration consider the neurobiological basis of psychological function at a more general level and then explore in greater depth specialized topics related to how higher cognitive processes (e.g., memory, attention, perception, emotion) emerge from brain function.

Advisor/coordinator: Professor Todd Braver

Course work required:

Code	Title	Units
Psych 3604	Cognitive Neuroscience	3

Electives (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 4046	Developmental Neuropsychology (Writing Intensive)	3
Psych 4048	Neuropsychology of Dementia	3
Psych 4182	Perception, Thought and Action	3
Psych 4413	Advanced Cognitive Neuroscience (Writing Intensive)	3
Psych 4450	Functional Neuroimaging Methods	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Psych 488	The Cognitive Neuroscience of Film	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C or Psych 498/499)

Relevant faculty: Deanna Barch, Ryan Bogdan, Todd Braver, Ian Dobbins, Denise Head, Wouter Kool, Kathleen McDermott, Zachariah Reagh, Desirée White and Jeff Zacks

Reading, Language and Language Acquisition

This concentration provides students with a deep and broad knowledge of linguistic development. The courses take an in-depth look at the development of written and spoken language.

Advisor/coordinator: Professor Rebecca Treiman

Course work required:

Code	Title	Units
Ling 170D	Introduction to Linguistics	3

Electives (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 234	Introduction to Speech and Hearing Sciences and Disorders	3
Psych 358 or Psych 358W	Language Acquisition	3
Psych 433	Psychology of Language	3
Psych 4351 or Psych 4352	Reading and Reading Development (Writing Intensive)	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C or Psych 498/499)

Relevant faculty: Rebecca Treiman, David Balota, Lori Markson, Mitchell Sommers and Kristin Van Engen.

Lifespan Development

Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The concentration in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the concentration is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan.

Advisor/coordinator: Professor Mitchell Sommers

Course work required:

Code	Title	Units
Psych 326 & Psych 427	Introduction to the Psychology of Aging and Social Gerontology	6

Electives (must include one of the following courses):

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 4048	Neuropsychology of Dementia	3
Psych 4301	Contemporary Topics in Cognitive Development	3

Research mentorship or internship experience: Students can complete this aspect of the concentration with either a prior approved research mentorship or an approved internship related to older adults (e.g., Psych 225, Psych 444C, or Psych 498/499). Successful completion of a paper is required in either case.

Relevant faculty for research mentorship: Mitchell Sommers, David Balota, Brian Carpenter, Sandra Hale, Denise Head, Lori Markson and Rebecca Treiman.

Possible internships: Students may work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; contact Dr. Denise Head for opportunities.

Experimental Psychopathology

This concentration allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research demonstrates the importance of integrating psychological and biological variables to better understand the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood

disorders, anxiety disorders, substance use disorders and eating disorders. Students who pursue this concentration will develop a broad-based appreciation for conceptual and methodological issues that are central to research in psychopathology.

Advisor/coordinator: Professor Deanna Barch

Course work required:

Code	Title	Units
Psych 354	Abnormal Psychology/ Psychopathology and Mental Health	3

Electives (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 374	Drugs, Brain, and Behavior	3
Psych 4541	Personality and Psychopathology	3
Psych 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (e.g., Psych 225, Psych 444C, or Psych 498/499)

Relevant faculty: Deanna Barch, Ryan Bogdan, Josh Jackson, Tom Oltmanns, Tom Rodebaugh, Renee Thompson and Denise Wilfley

Personality and Individual Differences

This concentration allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality) and group (e.g., gender) differences influence behavior, emotion, experience, identity and psychopathology. The core course for the concentration (Psych 353) considers personality more generally. The seminars explore in depth specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences and personality pathology.

Advisor/coordinator: Professor Tammy English

Course work required:

Code	Title	Units
Psych 353	Psychology of Personality	3

Electives (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3645	Understanding Emotions	3
Psych 367	Positive Psychology: The Science of Happiness	3
Psych 413	Contemporary Topics in Social Psychology	3
Psych 4541	Personality and Psychopathology	3
Psych 4555	Emotion Regulation	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 225, Psych 444C, or Psych 498/499)

Relevant faculty: Tammy English, Patrick Hill, Josh Jackson, Tom Oltmanns, Michael Strube and Renee Thompson

Minors

The Minor in Psychological & Brain Sciences

Units required: 15

Required course:

Code	Title	Units
Psych 100B	Introduction to Psychology	3

Elective courses:

Four additional courses (i.e., a minimum of 12 units of additional course work) in P&BS, all of which must be at the 300 level or above

Additional Information

Students may receive exemption from the Psych 100B requirement only if an AP psychology score of 5, an IB score of 6 or 7, or a British A-Level grade of A is received. For exemption, no credit will be given; therefore, five applicable courses must be completed. No more than 3 units of an approved cross-listed course originating outside of P&BS, an approved psychology course taken in University College, an approved psychology course taken at another university, or an independent study-type course (e.g., Psych 333) may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based P&BS courses at Washington University.)

For those who have a broad or general interest in P&BS, we recommend taking several courses from the five core areas of psychology (i.e., Social/Personality; Mental Health/Affective; Biological/Neurological Bases of Behavior; Behavior and Cognition; and Lifespan Development).

For those students who want to concentrate in a more specialized area, courses can reflect such specialization. For example, a student interested in the helping professions or counseling may wish to select from such courses as Psych 353 Psychology of Personality, Psych 354 Abnormal Psychology/Psychopathology and Mental Health, Psych 361 Psychology of Learning and Psych 321 Developmental Psychology. A student wishing to pursue a specialization in experimental psychology/neuroscientific bases of behavior may select from such classes as Psych 3401 Biological Psychology, Psych 361 Psychology of Learning, Psych 330 Sensation and Perception, Psych 360 Cognitive Psychology and Psych 3604 Cognitive Neuroscience and may also consider doing independent study (Psych 333).

Courses

Visit online course listings to view semester offerings for L33 Psych (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L33&crslvl=1:4>).

L33 Psych 100B Introduction to Psychology

survey and analysis of concepts, theory, and research covering the areas of biological psychology, human development, learning, memory, social psychology, and mental disorders and their treatment. This is a general survey course designed to introduce students to the diversity of areas, approaches, and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Open to freshmen. Note: For first-year students with AP/IB exemption and for first-year students and sophomores concurrently enrolled in Psych 100B who are interested in exploring a few areas of psychology within a seminar format, see Psych 102 First-Year Opportunity: Contemporary Issues in Psychology. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 102 First-Year Opportunity: Contemporary Issues in Psychology

This seminar enables students to explore several of the ideas and issues in contemporary psychology. Each week a different issue is discussed, and students familiarize themselves with critical aspects of the issue and discuss and critically evaluate the pros and cons of each side. Open to First-Year students who are concurrently enrolled in or who have completed (or are exempt from) Psych 100B. Also open to Sophomores who are concurrently enrolled in Psych 100B. Sections are limited to 15 students. Credit 1 unit. A&S: FYO A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 105 First-Year Opportunity: Psychology of Young Adulthood

This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues that young adults confront during their college years. Material will be drawn mainly from the field of psychology, and the emphasis will be on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development, and a more rewarding social and academic experience over the course of college and beyond. This 1-unit course is only open to first-year students. Credit/no credit only.

Credit 1 unit. A&S: FYO

L33 Psych 107 The Science of #Slaying It! in College

You have spent the last 12 or so years "slaying it" as a student. You likely have developed lots of effective strategies for succeeding in school. Recently, our understanding of what those successful strategies are has greatly expanded. But, how do we know what skills are particularly helpful to do well academically? From psychological research! In this class students will learn about the psychological research that has illuminated which strategies are most helpful when studying, when in the classroom, and when asking for help. We will focus on how to most effectively study but will discuss other strategies as well. Students will also be asked to apply these skills in the other classes that they're taking this semester, with the hope that they develop and refine the skills they already have and continue slaying it as a student. Prerequisite: open only to freshmen and sophomores. Permission of instructor required. Credit/No Credit option only.

Credit 1 unit.

L33 Psych 109 First-Year Opportunity: Research in Psychology

Weekly presentations by various members of the psychology faculty; introduces students to research areas and current issues. Attendance at all lectures required. Open to freshmen and sophomores only. Prerequisite: Psych 100B. Credit/no credit only.

Credit 1 unit. A&S: FYO A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 111 First-Year Opportunity: Mindfulness Science & Practice

Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, by teaching mindfulness skills through a set of easy-to-learn practices and exercises, and by surveying of empirical research regarding mindfulness effects on cognition, emotion, brain function, and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being, and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness. Open to first-year students only.

Credit 1 unit. A&S: FYO

L33 Psych 185 First-Year Seminar: Race and Racism

This first-year seminar aims to introduce students to theoretical and empirical research on race and racism. It will provide an overview of historical, sociological, political, epidemiological, and especially social psychological perspectives on racial bias. We will examine mechanisms that contribute to prejudice, stereotyping and discrimination. We will review how bias uniquely affects particular groups, including Native, Asian, Latino, white and Black Americans. We end the course with discussions about interracial interactions.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 221 First-Year Seminar: Introduction to Memory Studies

This course focuses on memory not only as an individual phenomenon but also how our memories for historical events can be determined by the groups to which we belong. We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory; false and illusory memories; eyewitness memory reports that are used in trials; methods to greatly enhance learning and memory; and people with extraordinary memories. We then transition to the study of collective memory, or how our memories and identities are shaped by the groups to which we belong. The topics will include transmission of memories and identity through narratives; shared historical memories; battles over how the past is to be remembered; and revision of the memories of the past to meet concerns of the present. We also consider how memory is used in political arguments. Enrollment is restricted to 19 first-year students.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 225 Internship in Psychology

This course provides an opportunity for students to gain practical, applied experience in a non-academic, community service agency. For a description of prerequisites, course goals, agency selection, registration policies, and course requirements, students should obtain a copy of "Internships in Psychology," which is available in room 207B of Somers Family Hall or on the Psychological & Brain Sciences website (<http://psychweb.wustl.edu/undergraduate>). This course can be taken only once, and it is open to junior and senior Psychological & Brain Sciences majors only. Credit/no credit only. Prerequisite: Permission of instructor.

Credit 3 units.

L33 Psych 235 Practicum in Applied Behavior Analysis: Autism Spectrum Disorder

This is an opportunity for students to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. Training and supervision will be arranged and coordinated by the family of the child and their consultant. To receive credit, students must undertake a year's work with the child, complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, students must meet with the practicum coordinator for the discussion of assigned readings and presentations on autism and therapy. The completion of a paper during the second semester is also required. For further information and a copy of the petition form, students should pick

up the practicum brochure from the department. This course can only be taken once for credit, and it is offered as credit/no credit only. Enrollment is only available through the practicum coordinator.

Credit 3 units.

L33 Psych 246 Mindfulness in Psychology and Eastern Philosophies: Sophomore Seminar

This course explores the concept of mindfulness in psychology and in Eastern philosophies. We will discuss the scientific literature on mindfulness, as well as mindfulness as presented by Buddhist scholars. We will engage in several different mindfulness practices throughout the semester. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L33 Psych 261 Applying the Science of Learning

This course is intended to cover the science of human learning, with special focus on areas, theory, and research that have potential to improve how students learn. Thus, the course will provide selective coverage of theoretical and empirical work in the science of learning that can inform and improve student learning. The applicability of these themes to the students in this course will be explicitly developed through students' explicit translation of the experimental findings from the literature to their own learning challenges. The course will be organized around three major integrated goals. First, the relevant basic theory and findings in select topics in the science of learning will be covered. Second, the implications of this work for improving learning outcomes in authentic educational contexts will be considered. Third, together we will develop concrete techniques and examples of how the principles that emerge can be adopted to significantly enhance outcomes of lifelong learning challenges. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 300 Introduction to Psychological Statistics

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, though knowledge of elementary algebra is essential. Psych 300 is required of all P&BS majors. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L33 Psych 301 Experimental Psychology

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and the interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared psychology & brain sciences majors will have priority. Limited to 15 students per section. Prerequisites: Psych 100B and Psych 300.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L33 Psych 3011 Experimental Psychology

Psych 3011 is limited to students who have not taken Psych 300 and who want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psychology 300. Psych 3011 fulfills the Psychology 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and the interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of their own design under the supervision of a faculty member. Enrollment limited to 15 students. Declared psychology & brain sciences majors will have priority. Prerequisites: Psych 100B and concurrent enrollment in Psych 300.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

L33 Psych 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 305 Health Psychology

Review and discussion of psychobiological approaches to health, as well as psychological aspects of physical illness. Topics: stress and coping, psychosocial factors in the etiology and progression of chronic illness, and psychological sequelae of chronic illness. There will be an emphasis on research methodology and results. PREREQ: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 315 Introduction to Social Psychology

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression and altruism, prejudice and stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 321 Developmental Psychology

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 3211 Music Cognition

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Same as L27 Music 3221

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

L33 Psych 325 Psychology of Adolescence

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 326 Introduction to the Psychology of Aging

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory and creativity are studied to understand the capacities and potentials of the mature and older person. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 330 Sensation and Perception

What's involved in seeing and hearing? This course will cover perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions will be used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

L33 Psych 333 Independent Study in Psychological & Brain Sciences

Prerequisites: Psych 100B and permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. Credit to be arranged. A maximum of 6 units may be applied toward the major. The electronic Petition for Supervision of Independent Study form is available online (<http://eyes.wustl.edu/psych333/>). Students will be enrolled only after their form is approved by the faculty supervisor and forwarded to the undergraduate coordinator.

Credit/no credit only.

Credit variable, maximum 3 units.

L33 Psych 3401 Biological Psychology

An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L33 Psych 344 Principles of the Nervous System

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960 and Biol 2970 recommended; Biol 3058 recommended or Psych 3401 and permission of the instructor. Same as L41 Biol 3411

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L33 Psych 345 Genes, Environment, and Human Behavior

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g., personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g., what is identity-by-descent) as well as application (e.g., calculate heritability, interpretation of results from published studies). Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

L33 Psych 3501 Psychotherapy: Introduction to Practice and Research

This is an introductory course in psychotherapy: The treatment of psychological problems through the application of interventions grounded in psychological theory and focusing on behavior or mental processes. Students become familiar with the more popular schools of psychotherapy, including their historical context, characteristic techniques, theoretical underpinnings and current research support. Students also gain an appreciation of the problems and solutions in researching psychotherapy, as well as emerging variations on psychotherapy procedures. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 353 Psychology of Personality

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 354 Abnormal Psychology/Psychopathology and Mental Health

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course includes definitions, theories and classifications of abnormal behavior. Content focuses on symptoms, classification, prevalence, etiology and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use and personality disorders. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 357 Introduction to Clinical Psychology

A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisites: Psych 100B and either Psych 353 or Psych 354.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L33 Psych 358 Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 358W Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D and junior or senior standing. Writing-intensive.

Credit 3 units. A&S IQ: SSC, WI EN: S

L33 Psych 360 Cognitive Psychology

Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L33 Psych 3604 Cognitive Neuroscience

A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language and executive control. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L33 Psych 361 Psychology of Learning

The experimental analysis of behavior is presented with examination of operant and Pavlovian conditioning, aversive control, theories of reinforcement, choice behavior, behavioral economics, and so on. Theoretical and experimental approaches to the study of behavior as developed in the laboratory are emphasized. Consideration is given to applications from the laboratory to everyday behavior. Prerequisite: Psych 100B. Enrollment limited to 30.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L33 Psych 3645 Understanding Emotions

Emotions both shape and are shaped by our subjective experiences, physiology, behaviors, cognitions, social interactions, and health. Their complexity and significance make the study of emotions particularly exciting and challenging. This course offers an overview of theory and research on emotions with content stretching across psychological disciplines, including personality, social, clinical, developmental, and neuropsychology. Course content will include definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course will also examine how culture, cognitions, and relationships affect and are affected by emotions and how emotion is related to physical and mental health. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 367 Positive Psychology: The Science of Happiness

Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, the field has broadened its scope to give more attention to what's right with people and what we can do to optimize our potential for psychological health. This course focuses on this latter development by examining scientific research relevant to the pursuit of happiness and well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, gratitude, mindset, the mind-body connection, physical activity, emotional intelligence, resilience, prosocial behavior, decision-making, willpower, mindfulness meditation, and the characteristics of successful relationships. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 380 Human Learning and Memory

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L33 Psych 3885 The Mental Health Crisis in Higher Education

During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-

being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 395 Prejudice, Stereotyping, & Discrimination

This course will trace prejudice, stereotyping, and discrimination from its ordinary origins in social cognition to its most extreme consequences in war and genocide. Topics include prejudice, the causes of stereotyping and discrimination, the development of prejudice in children, subtle and overt prejudice and stereotyping, group conflict, the role of social norms, the experience of being a target of discrimination, and interventions to reduce prejudice and discrimination. Areas covered include racism, sexism, ageism, homophobia, ableism, colorism, and religious discrimination. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 396 Psychological Dynamics of Empathy

In this course, we will explore the antecedents and consequences of empathic motivation, defined broadly. Along the way, we consider answers to several interesting questions: Why are some people generally more empathic than others? Are there cultural differences in levels of this trait? To what extent is empathy an "emotional" or "cognitive" phenomenon? We will also consider the conditions under which empathy is associated with prosocial outcomes (e.g., reducing racial prejudice) but with recognition that empathy has a "darker" side, one that can ironically exacerbate people's preexisting biases. The approach to empathy will be highly interdisciplinary as we consider research and theory within several fields within psychology (e.g., social, personality, cognitive) as well as areas that draw from other scholarly disciplines (e.g. social neuroscience, social anthropology). Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 4046 Developmental Neuropsychology (Writing Intensive)

Discussion will focus on early development and disorders affecting the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.

Credit 3 units. A&S IQ: NSM, WI Art: NSM

L33 Psych 4048 Neuropsychology of Dementia

The primary goal of this course is to acquaint students with the basic features of common dementia subtypes, such as Alzheimer's disease, frontotemporal dementias, vascular dementia, Lewy body disease, Huntington's disease and Parkinson's disease. The course will cover the clinical manifestations (cognitive and behavioral symptoms, course, prognosis), neuroanatomical signatures, pathophysiology, intervention and treatment, and current research directions. Students will gain a detailed understanding of the major dementia subtypes as manifestations of underlying brain

pathology and anatomical patterns of brain damage. Upon completion of the course, the student should be able to (1) identify and distinguish the most common dementia subtypes based on knowledge of clinical presentation and disease mechanisms; (2) understand how underlying brain changes may be linked to specific clinical manifestations; (3) understand how therapeutic strategies are linked to pathophysiology; (4) engage in scholarly discussion about the topics; and (5) read and critique empirical research papers. Prerequisite: Psych 326 and either Biol 3411, Psych 344, or Psych 3401.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L33 Psych 4075 Advanced Research Methods & Design

This course is an advanced foray into research design and methods used in psychological science. This course is project-based, writing-intensive, and will be supplemented heavily with readings and discussions of topics of broad importance to psychological research (e.g., reliability, validity, signal detection theory, philosophy of science). These readings will enhance students' abilities to think critically about psychological research design and methods, as both a consumer and creator of psychological research. During the course of the semester they will complete two original research projects (e.g., an observation study and an experimental study). Together with their classmates they will devise research questions, design studies to test their research questions, collect data, and statistically analyze their results. Individually, students will write-up, and then revise, each research project in an APA-style paper. The writing requirements for this course build on the skills students acquired in Experimental Psychology and will further their abilities to communicate scientific ideas more skillfully, clearly and accurately. Prerequisite: L33 Psych 301 or 3011.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: BA

L33 Psych 4099 Human Evolutionary Psychology

How did evolution by natural selection shape the way human beings think and behave? Does evolution explain human cooperation and friendship, human morality, reproductive decisions and social interactions? What sex differences in cognition or behavior are caused by evolution? This course introduces the concepts and findings of evolutionary psychology, mostly through reading of primary sources -- articles from psychology and biology journals -- and discussion and presentation of empirical cases. Prerequisites: At least 6 units of upper-level, home-based Psychology course work, or Anthro 3383.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 413 Contemporary Topics in Social Psychology

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

L33 Psych 4175 Applied Statistical Analysis with R

This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but also learn how to arrange the dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students will gain practical

knowledge of how to use statistics in research. Please note that this is an introductory course and knowledge of R prior to enrollment is not expected. Prerequisite: Psych 300, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L33 Psych 4182 Perception, Thought and Action

This course focuses on current topics in visual perception, visual attention, and the control of action. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 301, Psych 330, Psych 3401, Psych 344, Psych 360, Psych 361, Psych 3604, Psych 380, Psych 433 or Psych 4604.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L33 Psych 4226 The Psychology of Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize by exploring cognitive, evolutionary, self and system justification explanations. The course will examine the effects of stigmatization for low-status groups (stereotype threat, dis-identification, compensation and health outcomes). We will explore the role of stigma in intergroup interactions as well as variations in the experience of stigma. Finally, we will examine high-status groups' perceptions of bias (e.g., perceptions of anti-white discrimination). Prerequisite: Social Psychology (Psych 315) or Prejudice (Psych 395).

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA
EN: S

L33 Psych 427 Social Gerontology

This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisites: junior or senior standing and completion of 6 advanced units in Psych.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4301 Contemporary Topics in Cognitive Development

Cognitive Developmental topics include: Piagetian abilities (e.g., conservation, formal reasoning), basic cognitive abilities (e.g., processing speed), executive functions (e.g., working memory), and other current topics (e.g., processing facial stimuli). Prerequisite: Psych 321 or 360.

Credit 3 units.

L33 Psych 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes are explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education

majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status; 9 units in psychology and Psych 100B or junior/senior status; 9 units in Education and Psych 100B.
Credit 3 units. A&S IQ: SSC EN: S

L33 Psych 4305 Psychological Science: Fact and Fiction

Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. Prerequisite: junior or senior standing and completion of 6 advanced units in psychology.
Credit 3 units. A&S IQ: SSC, WI Arch: HUM Art: SSC EN: S

L33 Psych 433 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4351 Reading and Reading Development

This seminar surveys current research on reading and spelling skills and their development. Students will read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisite: Permission of instructor and previous course work in experimental psychology or psychology of language.
Credit 3 units. A&S IQ: SSC EN: S

L33 Psych 4352 Reading and Reading Development (Writing Intensive)

This writing-intensive seminar surveys current research on reading and spelling skills and their development. Students read and discuss articles and chapters that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: Psych 100B and Ling 170D and junior or senior standing.
Credit 3 units. A&S IQ: SD, WI EN: S

L33 Psych 4355 Personality Development Across the Life Span

This seminar examines how individual differences develop over the life span -- or, in other words, how we become who we are. The scope of the course covers a multitude of individual differences constructs (e.g., happiness, intelligence, goals), but a particular focus will be on personality traits. Questions that will be examined include the following: How early in the life span does one's personality emerge? How much do parents matter in

shaping who you become? Does your personality change across the life span? Readings will cover theories of development at different life stages and empirical research from childhood to older adulthood.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 4413 Advanced Cognitive Neuroscience (Writing Intensive)

This course presents an intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students will develop critical thinking and writing skills via a strong class participation component and a writing-intensive format. Topics include perception, attention, memory, language, emotion, and executive control. Writing Intensive. Declared psychology majors will be given priority over others to enroll. Prerequisite: Psych 3401, Psych 344/Biol 3411, or Psych 3604.
Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L33 Psych 444B Independent Study for the Major in Psychological & Brain Sciences: Cognitive Neuroscience

Students in this course must be accepted into the Psychological & Brain Sciences (P&BS) Cognitive Neuroscience major. Also required is the permission of a member of the faculty of the department (or another approved supervisor) who agrees to supervise the student's work. In addition to the approved research in the area of cognitive neuroscience, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444B forms are available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed the petition and returned it to the Undergraduate Coordinator in Psychology, room 207B.
Credit 3 units. A&S IQ: SSC EN: S

L33 Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences

Students in this course must be accepted into a concentration in Psychological & Brain Sciences (P&BS). Written permission (Petition for Supervision of P&BS 444C) from a member of the faculty of the department (or another approved supervisor) who agrees to supervise the student's work is also required. In addition to the approved research for the concentration, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444C forms are available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed both the Petition for a Concentration in P&BS and the Petition for Supervision of P&BS 444C and returned them to the Undergraduate Coordinator in room 207B.
Credit 3 units.

L33 Psych 4450 Functional Neuroimaging Methods

In this course, you will learn neuroimaging methods in the context of accurate, reproducible, and open science. There is no substitute for wrestling with data yourself, and so this is a hands-on course. Students will need to bring a laptop on which to install Matlab and conduct analyses. Some background in neuroimaging or programming will be helpful but is not required. Topics covered include experimental design, accounting for artifacts, single-subject models, and group models. By the end of the course, students will have used a computer script to

analyze an fMRI dataset and have a good understanding of preprocessing and statistical analyses in fMRI. Limited to 24 students. Prerequisite: Psych 3604, Psych 4413, or graduate standing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4512 Neurobiology of Learning & Memory

The brain is the most complex object in the known universe, and among its most incredible attributes is its ability to acquire and store vast amounts of information to guide behavior. Over a lifetime, our experiences shape our brains and our behavior, ultimately making each of us unique. What "information" is encoded by the brain? How is it stored? How is it retrieved? How does this occur at different spatial and temporal scales? Does stored information change over time? How do learning and memory change across the lifespan, and with neurological disorders? Can you trust your memories?

Credit 3 units. A&S IQ: NSM BU: BA

L33 Psych 4541 Personality and Psychopathology

This course is an advanced seminar in the study of personality disorders. It will cover a range of conceptual and methodological issues involved in scientific efforts to understand ways in which pathological personality features disrupt people's lives. Students will learn about the similarities and distinctions between normal and pathological features of personality as well as the role that personality may play with regard to the causes and treatment of other kinds of mental disorder. A laboratory component of the class will focus on the development of practical skills in conducting research interviews designed to elicit information about personality and social adjustment. Prerequisite: Psych 354 and junior or senior standing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4557 Biopsychosocial Aspects of Eating Disorders and Obesity

This seminar examines the epidemiology, etiology, prevention, and treatment of body image, eating disorders, and obesity. An emphasis will be placed on understanding the characteristic symptoms of excessive dieting, body image disturbance, and binge eating, not only as formal psychiatric syndromes but also as a representation of dysregulatory processes reflecting social-cultural, psychological, and biological disturbances. Students will also learn about the clinical characteristics, medical sequelae, and physical aspects of eating disorders and obesity. Prerequisites: Psych 100B and junior/senior standing plus 6 units of advanced home-based psychology courses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4591 The Development of Social Cognition

This course explores what is known about the development of social cognition. Our starting point is infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners and learning from those around us. We consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we cover one topic and a related set of readings. Class meetings are devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion and give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or Psych 321 or Psych 360.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 4592 Development of Social Cognition (Writing Intensive)

This course explores current issues in social cognitive development. We will examine the critical issues in the field, beginning with the roots of attachment in infancy and the human propensity to connect with others. We will then consider contemporary research concerning infants' ability to navigate the social world. We will also consider what happens when the human capacity to reason about others breaks down, as in autism. Additional topics will include children's reasoning about social groups, the development of bias and prejudice, and aspects of morality. We will look at these issues in the context of innate knowledge and the effects of one's environment on children's development. Each week we will cover a topic by reading a background chapter and a set of two journal articles. Class time will be devoted to active discussion of these readings, with lecture and class activities as needed, to complement the readings and set the stage for class discussion. This is a writing intensive course, thus a second goal is to improve your writing. There will be several writing assignments of varying length, some of which you will receive extensive feedback on from the instructor, and then prepare an improved final version. You will also give two presentations to the class: one that directly addresses writing and another on a research topic of your choice relevant to social cognitive development. Prerequisites: Psych 100B and either Psych 315, Psych 321, or Psych 360.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L33 Psych 461 Seminar in Selected Topics in Learning & Memory: Collective Memory

This course provides an overview and analysis of phenomena of people remembering as part of a group -- one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Biden supporters on events in the United States). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory. Prerequisite: Psych 100B and either Psych 221, Psych 360, or Psych 380, or permission of instructor.

Credit 3 units. BU: BA

L33 Psych 4612 False Memory

It is well-accepted that our visual systems can sometimes lead us astray, leading to visual illusions. It can be harder to realize how readily our memories can also lead us astray, resulting in illusory memories or false memories. This course will focus on the many ways in which false memories are exhibited and what we can learn from them about memory more generally. Topics will range from eyewitness memory and flashbulb memories to more everyday conversational false memories. We will also learn about how imagination and remembering interact. Many false memory controversies exist, and we will explore some of them. Finally, we will consider how false memories might be considered an adaptive feature of a flexible cognitive system, which usually serves us well but, in the right circumstances, can also lead us astray. PREREQ: Psych 100B and EITHER Psych 221, OR Psych 360, OR Psych 380.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 4615 The Science of Paying Attention

What processes underlie humans' ability to "pay" attention? This course will introduce students to theories of attention and cognitive control. Students will develop an understanding of empirical approaches to studying the control of attention, and examine factors that facilitate and impair humans' ability to pay attention. A final section will examine attention and cognitive control challenges that accompany aging and select psychological disorders such as ADHD, and applications of attention and cognitive control research to the classroom, driving, and other contexts. Prerequisites: Psych 100B and Psych 301.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 462 Psychology of Memory and Cognition

This course will explore the core readings that have shaped the way scientists tackle fundamental aspects of memory and cognition. These include cognitive methods, pattern recognition, attention, working memory, episodic memory, semantic memory, language acquisition and comprehension, decision making, problem solving, and expertise. Each week we will explore at least three "classic" readings on a given topic along with some more recent papers. The goal is to expose students to this foundational literature, and develop a better understanding of the zeitgeist that set the stage for these papers to change how researchers tackled specific problems. Prerequisite: Psych 360 or Psych 380.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 4631 Introduction to Computational Cognitive Science

How does the mind work? Over the last few decades, cognitive psychologists have become increasingly interested in using computational models. These models are designed to describe cognitive processes and the behavior that is produced by them. This computational approach has several advantages. Computational theories of cognition are more specific than verbal theories. Therefore, they do not only afford precisely quantifying certain aspects of cognition, but they also make it possible to simulate cognitive processes. This course provides an introduction to several leading computational methods for understanding cognition, including model fitting and comparison, reinforcement learning, neural networks and Bayesian modeling. These methods will be applied to a wide range of cognitive phenomena, such as short-term memory, reinforcement learning, decision making, cognitive control, concept learning and visual perception. Prerequisites: Psych 100B and Psych 301/3011.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L33 Psych 4651 History and Modern Systems of Psychology

An introduction to the history of psychology. This course begins with a brief consideration of forces leading to the development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: Psych 100B, junior or senior standing, and 6 units of advanced home-based psychology courses.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L33 Psych 4746 Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior

This seminar will introduce students to methods and recent empirical literature evaluating links between genes, brain, and behavior. This research is beginning to illuminate specific biological pathways shaping risk for psychopathology. In particular, the course focuses on the design, analysis, and interpretation of multimodal research (e.g., fMRI, PET, EEG, pharmacology, molecular genetics, environmental assessment/manipulation) examining the biological underpinnings of behavior relevant to psychopathology. Primary journal articles, reviews, and book chapters are the readings for this seminar. Prerequisite: Psych 100B and one of the following: Genes, Environment, and Human Behavior (Psych 345), Biological Psychology (Psych 3401), or Principles of Biology II (Biol 2970); or graduate standing. Prior course work in psychology, neuroscience, and genetics is advised.

Credit 3 units. A&S IQ: NSM Arch: SSC Art: SSC

L33 Psych 4765 Inside the Disordered Brain: Biological Bases of the Major Mental Disorders

How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional, and cognitive worlds and how disorder within these circuits leads to a broad range of psychopathology, including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy, and violence. Prerequisites: Psych 100B and either Psych 3401, Psych 354, or a basic biology/neuroscience course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L33 Psych 488 The Cognitive Neuroscience of Film

To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or Psych 3604 or Psych 4604, or graduate standing in Psychology.

Credit 3 units. A&S IQ: NSM

L33 Psych 494 Behavioral Psychology Readings Group

This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and either Psych 360, Psych 361, or a philosophy course.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 498 Study for Honors

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the

department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing-intensive course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or equivalent and permission of instructor. Credit 3 units. A&S IQ: SSC, WI EN: S

L33 Psych 499 Study for Honors

Acceptance into the Honors program is based on superior performance as evidenced by the student's record in undergraduate course work; the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or another approved supervisor) to supervise an Honors project; and approval of the Honors Coordinator. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. All students must meet with the Honors Coordinator prior to registering. Students in the Honors Program will meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Prerequisite: Psych 498. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

Religion and Politics

The John C. Danforth Center on Religion and Politics serves as an open venue for fostering rigorous scholarship and informing broad academic and public communities about the intersections of religion and U.S. politics.

The Center's programs include the following:

- Public lectures, conferences and symposia (<http://rap.wustl.edu/events/>) relating to issues at the many intersections of religion and U.S. public life
- New courses (<http://rap.wustl.edu/courses-type/courses/>) on American religion and politics that can contribute to an interdisciplinary undergraduate minor in religion and politics for Washington University students
- American Religion, Politics and Culture Colloquium for scholars and students to discuss cutting-edge research
- *Religion & Politics*, an award-winning online journal engaging a diverse array of scholars, journalists and public leaders

The Center offers a minor in religion and politics that provides an opportunity for sustained exploration of the ways in which religion and politics have intersected in American culture, in both historical and contemporary terms. As part of the minor, students may examine any number of issues, including church-state relations, religion's role in shaping gender and sexuality debates, religion and electoral politics, public conflicts over the nexus of religion and science, and religion's entwining with reform movements (from abolition to environmentalism). The Center's

interdisciplinary minor attracts students from many disciplines, including natural sciences, social sciences, and humanities. Whether students are pre-med, pre-law, or pursuing futures in education, business, or the arts, they report their studies are enriched by our curriculum.

Contact: Leigh Schmidt
Phone: 314-935-9345
Email: leigh.e.schmidt@wustl.edu
Website: <http://rap.wustl.edu>

Faculty

Director

Marie Griffith (<http://rap.wustl.edu/bio/r-marie-griffith/>)
John C. Danforth Distinguished Professor in the Humanities
PhD, Harvard University

Faculty

Tazeen Ali (<https://rap.wustl.edu/bio/tazeen-ali/>)
Assistant Professor
PhD, Boston University

Anna F. Bialek (<http://rap.wustl.edu/bio/anna-f-bialek/>)
Assistant Professor
PhD, Brown University

John D. Inazu (<http://rap.wustl.edu/bio/john-d-inazu/>)
Sally D. Danforth Distinguished Professor of Law & Religion
PhD, University of North Carolina at Chapel Hill
JD, Duke University

Laurie Maffly-Kipp (<http://rap.wustl.edu/bio/laurie-f-maffly-kipp/>)
Archer Alexander Distinguished Professor
PhD, Yale University

Leigh Eric Schmidt (<http://rap.wustl.edu/bio/leigh-e-schmidt/>)
Edward C. Mallinckrodt Distinguished University Professor
PhD, Princeton University

Mark Valeri (<http://rap.wustl.edu/bio/mark-valeri/>)
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
PhD, Princeton University

Postdoctoral Research Associates

Susanna De Stradis (<https://rap.wustl.edu/people/susanna-de-stradis/>)
PhD, University of Notre Dame

Cody Musselman (<https://rap.wustl.edu/people/cody-musselman-2/>)
PhD, Yale University

Aram Sarkisian (<https://rap.wustl.edu/people/aram-sarkisian/>)

PhD, Northwestern University

Esra Tunc (<https://rap.wustl.edu/people/esra-tunc/>)

PhD, University of California, Santa Barbara

Assistant Director

Debra Kennard (<http://rap.wustl.edu/bio/debra-b-kennard/>)

MA, Washington University in St. Louis

Majors

The Center does not offer a major. Interested students are encouraged to explore the minor in religion and politics. Please refer to the Minors section (p. 989) for more information.

Minors

The Minor in Religion and Politics

Total units required: 15 units of course work, including the following:

- **One required course:** Select one course from the following list. This should be completed prior to the second semester of the junior year.

Code	Title	Units
RelPol 201	Religion and American Society	3
RelPol 210	The Good Life Between Religion and Politics	3
RelPol 225	Religion and Politics in American History	3
BEYOND 120	Religious Freedom in America (This is a course in the selective Beyond Boundaries Program.)	3

- 12 additional units, 9 of which must be at the 300 or 400 level and 9 of which, at any level, must be taught by Center faculty.

Required activities:

Attendance at five events sponsored by the Center on Religion and Politics (e.g., lectures, colloquia, lunch discussions, film screenings) is required. Students must inform the director of undergraduate studies of the events they attend so that this information can be recorded.

Courses

Visit online course listings to view semester offerings for L57 RelPol (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L57&crslvl=1:4>).

L57 RelPol 120A Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

L57 RelPol 201 Religion and American Society

This course explores religious life in the United States. We will focus our study on groups and movements that highlight distinctive ways of being both "religious" and "American," including the Americanization of global religions in the U.S. context. Major themes will include religious encounter and conflict; secularization, resurgent traditionalism, and new religious establishments; experimentalism, eclecticism, and so-called "spiritual" countercultures; the relationship between religious change and broader social and political currents (including clashes over race, class, gender, and sexuality); and the challenges of religious multiplicity in the United States. Students will do the following: (1) acquire knowledge of the disparate religions practiced in North America during the 20th century and beyond; (2) examine some of the chief conflicts as well as alliances between religion and the American social order in a global context; and (3) develop interpretive tools for understanding religion's present and enduring role in the United States and the world.

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L57 RelPol 203 Religions of St. Louis: The Intersection of Faith and Politics Across the Region

The St. Louis region is home to a diverse array of global religious communities, many with strong political leanings. This course directly introduces students to some of this religious and political variety by coordinating weekly fieldtrips to living institutions and interacting with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, mainline Protestant, Evangelical, Jewish, Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city. Through our visits and conversations, the multiplicity of each religious community will become apparent as we encounter adherents across the political spectrum, embodying different ethnicities and committed to different degrees of "orthodoxy" or traditional belief and practice. Students should emerge from

the course able to analyze the complex intersections of religion and politics in the St. Louis metropolitan area, illustrative of the United States as a whole. Note: All required site visits will take place during the regular class time.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L57 RelPol 209 Scriptures and Cultural Traditions: Text and Traditions

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 210 The Good Life Between Religion and Politics

What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? Do we ask it as an "us" or as an individual? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, either in community or on our own? We will discuss these questions and more through a consideration of a range of answers to the question of how we should live.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 215 Performing Religion, Ritualizing Gender

What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce students to key academic approaches to "ritual," "practice" and "performance," and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center around the very same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L57 RelPol 225 Religion and Politics in American History

The United States has been imagined, by turns, as a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. Are there shared national symbols and ideals that have held the country together? Is there a discernible "civil religion" in American public life—a shared faith in freedom, democratic citizenship, and patriotic sacrifice? Or, is there instead a set of competing, irreconcilable visions—say, a white Christian nationalism versus a pluralistic cosmopolitanism? This course examines such issues through a range of speeches and addresses by such generative figures as George Washington, Thomas Jefferson, Frederick Douglass, Abraham Lincoln, Elizabeth Cady Stanton, Franklin Delano Roosevelt, John F. Kennedy, Martin Luther King Jr., Ronald Reagan, Barack Obama, and John McCain. Through sustained discussion of their canonical speeches, as well as other monuments, rites, and declarations that have hallowed the nation, the class explores what ideals Americans have held sacred.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L57 RelPol 230 Black-Jewish Relations in the United States

The relationship of blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "black" and "Jewish."

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L57 RelPol 235 Puritans and Revolutionaries: Religion and the Making of America

This course introduces students to the history of religion and politics in America from the English settlements of Virginia and Massachusetts Bay during the early 17th century through the constitutional debates of the 1780s. It pays attention to both formal legal issues regarding religious establishments and wider matters concerning political sentiments and their relationship to religious ideas or values. The course does not advocate a defining argument or single ideological "point"; rather, it facilitates a series of observations of how different positions on the role of religion in early America made sense in their respective historical contexts. Social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L57 RelPol 240 Jewish Political Thought

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L57 RelPol 244 Religion and Music in American Culture

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L57 RelPol 245 Love and Reason

Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L57 RelPol 248 Religion, Health, and Wellness in Modern America

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and

radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L57 RelPol 250 Zionism

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L57 RelPol 254 Topics in AMCS: A Year in Review:**Hindsight is 2020: Piety, Pandemic, and Politics**

What was 2020? This course examines a year that will be remembered alongside 2001, 1968, 1945, 1929, 1865, 1800, and 1776 as one of the most consequential in American history and culture. We will consider how the COVID-19 global pandemic, the bitterly contested 2020 Presidential election, and a summer of renewed protest for social justice reverberated through spheres of American arts, culture, education, energy, health care, labor, religion, sports, the university, technology and more. A series of guest experts from Washington University and around the country will provide instruction via lecture once per week, with students sharing their own experiences and analysis in discussion sections during the other weekly course meeting. The course is open to all, but it is geared toward first-year students and sophomores. It fulfills the Intro course requirement in the AMCS major. This is a variable topics course for courses best suited to the reviewing of a significant year in American Culture Studies. Topics vary by semester, so please see the current course listing.

Same as L98 AMCS 254

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L57 RelPol 255 Religion, Environmentalism, and Politics

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

**L57 RelPol 260 Religion in the African-American Experience:
A Historical Survey**

This course introduces students to important themes in the history of African-American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African-American communities.

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L57 RelPol 280 African-American Religions

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L57 RelPol 285 Islam in America

Muslims have long been an embedded part of American culture since their forced arrival through the Transatlantic slave trade and later waves of immigration throughout the 18th-21st centuries from various regions. In this course, we attend to the history of Islam in the U.S. and analyze the heterogeneity of American Muslim experiences across race, ethnicity, and gender. We consider how American Muslims both shape and are shaped by U.S. society as autonomous religious actors and as a marginalized outgroup.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L57 RelPol 288 Muslims in the Media and Popular Culture

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become

increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

L57 RelPol 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L57 RelPol 305 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:
BA EN: H

L57 RelPol 307 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH

L57 RelPol 3081 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history, and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L57 RelPol 310 Religion and Violence

Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about

religion and violence and test them on historical and recent "religious" conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and "othering," 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.

Same as L23 Re St 3100

Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU:
ETH EN: H

L57 RelPol 3105 American Holidays: Civic and Religious Celebrations in American Culture

This seminar examines a variety of religious holidays and civic rituals in American history and culture. Topics include: public conflicts over Christmas, African-American emancipation celebrations, the Fourth of July, Thanksgiving, Roman Catholic street festivals dedicated to the Virgin Mary, modern renderings of Hanukkah, as well as the memorialization of the Union and the Confederacy. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and consumer culture, religion and nationalism, through this topical focus on holidays and holy days.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH

L57 RelPol 314 Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions about and insights into the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces, including colonial rule and racial hierarchies; religious difference and migration; the racialization of religion; diaspora and empire; persecution and power; and global geographies of the War on Terror. This course is not an exhaustive account of the enmeshment of race and religion in the United States or globally. Rather, this course aims to critically unpack formations of religion and race and their contemporary mediation by American geopolitics.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA,
ETH

L57 RelPol 315 Virtues, Vices, Values: Regulating Morality in Modern America

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around

"values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

L57 RelPol 321 American Religion, Gender, and Sexuality

Religious beliefs about gender and sexuality have long played a vital role in American politics, and this is vividly evident in debates over such issues as birth control, pornography, funding for AIDS research, abstinence-only sex education, sexual harassment, same-sex marriage, abortion, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the United States, emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of adults and children as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts on gender and sexuality with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics and the law.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 330 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L57 RelPol 334 Religion, Race, and Migration: Borders of Difference?

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

L57 RelPol 340 Pilgrims and Seekers: American Spirituality from Transcendentalism to the Present

This seminar focuses on the formation of "spirituality" in American culture from the Transcendentalist world of Ralph Waldo Emerson on through more recent expressions of the "spiritual-but-not-religious" sensibility. How did "spirituality" come to be seen as something positively distinct from "organized religion"? What are the main contours of spiritual seeking in American culture, especially among those who claim no specific religious affiliation? The course also explores the social, political, and cultural consequences of this turn to the spiritual over the religious: for example, the consecration of liberal individualism, the relationship of religious exploration to both environmentalism and consumerism, the politics of cultural appropriation, the negotiation of religious pluralism, and the pursuit of the spiritual in art.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L57 RelPol 345 Religion and Race in the United States

Race and ethnicity are central to how religious pluralism is worked out in America. How do the categories of race and religion intersect to produce concepts of a normative American identity? In this course, we examine the construct of race across various American congregational communities in order to understand debates on American identity and belonging. We also explore the idea of an American civil religion, and we engage with the boundaries of inclusion and exclusion of particular religious groups within this category based upon racialized criteria.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L57 RelPol 354 Christian Theology and Politics in the Modern West

This course engages students in the reading and analysis of influential religious texts from the Western Christian world from the mid-16th century to the present. The course also examines these texts in their historical context, raising questions about the relationship between theology and politics in the West. The course pursues such questions chronologically, with the first weeks devoted to Catholic and Calvinist contests over revelation and political authority during the 16th century to Puritan ruminations during the 17th century on the nature of worldly calling and personal eschatology. The next weeks concern 18th-century views of reason as a critique of traditional Christianity and Protestant responses centered on true virtue as a hedge against worldly loyalties. We then examine 19th-century discussions of the relationship between ethics, tradition, and religious experience. For the 20th century, we discuss texts that address Christian conceptions of redemption to issues of hypernationalism and race. The final weeks are devoted to recent theologies that have to do with the self and one's identity and current political crises. Juniors and seniors only. Sophomores by permission.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L57 RelPol 355 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will

investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

L57 RelPol 357 God in the Courtroom

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L57 RelPol 358 Conscience and Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological — and, more specifically, Christian — commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L57 RelPol 360 Religion and the Modern Civil Rights Movement, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement.

The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L57 RelPol 362 Islam, Gender, Sexuality

In this course, we examine major themes and debates around gender and sexuality in Islamic contexts, investigating how gender informs social, political, religious, and family life in Muslim cultures. We employ a chronological approach to these topics, beginning with the status of women in seventh century Arabia, to the period of Islamic expansion across Asia, North Africa, and the Iberian Peninsula, to the colonial period ending with the contemporary US contexts, wherein debates over the status of Muslim women in society have emerged with renewed vigor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L57 RelPol 365 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to — and materially depended on — unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

L57 RelPol 368 Theories and Methods in the Study of Religion

What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate complex beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study?

Same as L23 Re St 368

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 370 Religion and the Origins of Capitalism

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L57 RelPol 385 Jesus, Jazz, and Gin: The 1920s and the History of Our Current Times

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the 20th century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice and reinvention contributed to and was shaped by such change.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L57 RelPol 385A Topics in Jewish Studies

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only. Same as L75 JIMES 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L57 RelPol 390 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 395 Topics in Religion and Politics: The Abuse Crisis in Modern Christianity

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been

shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L57 RelPol 407 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of nonviolent resistance. This course considers the role of religious thought and practice in such movements in the 20th century. The history of these movements presents an apparent paradox: How can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Credit 3 units. A&S IQ: HUM EN: H

L57 RelPol 410 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L57 RelPol 4121 American Religion, Politics, and Culture: Historical Foundations

This seminar offers a wide-ranging overview of the leading historical scholarship concerning the busy intersections of American religion and politics. Topics include: church-state relations, religion and foreign policy, religion and social justice, religion and the science wars, the rise of the Religious Right, and the role of religion in public life. Prerequisites: advanced undergraduate or graduate standing in a related field or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

**L57 RelPol 4122 American Religion, Politics & Culture:
Commentary from Alexis de Tocqueville to Contemporary
Pundits**

This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research — a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered in two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. Prerequisites: advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.

Credit 3 units. A&S IQ: HUM

L57 RelPol 425 Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

**L57 RelPol 430 Spiritual But Not Religious: The Politics of
American Spirituality**

What does it mean to claim to be "spiritual but not religious"? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples?? The seminar focuses on a series of debates that have arisen over this "new spirituality" in American culture: the religious blessing of consumer culture, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the negotiation of religious pluralism, and the relationship between spiritual seeking and social justice.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

**L57 RelPol 435 Sabbath Politics: Rest and Refusal in
Religion and Politics**

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the

ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of Jewish texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for African-Americans, and agonistic democratic politics.

Credit 3 units. A&S IQ: HUM

L57 RelPol 440 Religion, Politics, and the University

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (<http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>) to Professor John Inazu.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**L57 RelPol 4491 American Unbelief from the Enlightenment
to the Present**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Credit 3 units. A&S IQ: HUM Arch: SSP Art: SSP EN: H

L57 RelPol 4564 American Pragmatism

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity and contextualizes it amid late 19th- and early 20th-century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism and the Civil War. Major essays by each thinker are read as well as three intellectual biographies and one critical survey. Same as L22 History 4564

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

**L57 RelPol 480 Readings in African-American Religious
History**

This course is an introduction to the history and variety of African-American religions in the New World diaspora. The approach will be chronological, from the earliest years to the New World to contemporary expressions. We will also explore some of the major historiographical themes that have catalyzed current scholarship, the purpose and effectiveness of black nationalist movements, issues of class and gender, the persistence of African elements of New World religious practice, performance and popular culture.

Credit 3 units. A&S IQ: HUM EN: H

L57 RelPol 485 Christian Nation, Secular Republic

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic, and those conjoined framings have created recurrent conflict throughout American history. This seminar is designed to introduce advanced undergraduates and graduate students to current discussions of religion, secularism, and unbelief in American religious and political history. The course also places a complementary emphasis on close readings of crucial primary works, say, about the rise of deistic toleration or the persisting political power of Christianity-in textual particularities. The course takes as its starting point Charles Taylor's monumental account *A Secular Age* and works from there through various episodes of the Enlightenment and its long aftermath.

Credit 3 units. A&S IQ: HUM EN: H

L57 RelPol 495 Religion and the State: Global Mission, Global Empire

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

Religious Studies

If I headed back to college today, I would major in comparative religions rather than political science.

John Kerry, "Religion and Diplomacy" (<http://americamagazine.org/issue/religion-and-diplomacy/>)

Religion is a major source of inspiration, meaning and controversy in human societies. Fast-moving forces of globalization, migration and technology continue to bring diverse communities into closer proximity, often creating new religious communities in the process. The Religious Studies program at Washington University gives students the opportunity to learn about diverse religions as well as to study past and current events with a critical but open mind.

Religious Studies covers a wide range of subjects. It could include religion and American or international politics, religion and music, unbelief, religion and literature, issues of race or climate change, or scriptural studies. As such, Religious Studies embraces research in all its disciplinary and interdisciplinary complexity. Courses offered by our program are thus taught by faculty from a variety of disciplines and areas, including the Danforth Center on Religion and Politics; Anthropology; Classics; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Middle Eastern Studies; Music; and Political Science.

Pursuing a major in Religious Studies will help students to understand and appreciate the complex ways in which religious traditions inform human thought and behavior. A double major or a minor will also enhance a broad range of studies, from politics and law to business and medicine. If a student is preparing for the advanced academic study of religion, seeking to complement another area of study, or simply feeling the need to acquire a greater knowledge of religions, a major or minor in Religious Studies is excellent preparation for living and working in a pluralistic society and global culture.

Contact: Cassidy Cooley
Phone: 314-935-8677
Email: religiousstudies@wustl.edu
Website: <http://religiousstudies.wustl.edu>

Faculty

Interim Director

Mark Valeri (<https://religiousstudies.wustl.edu/people/mark-valeri/>)

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics

PhD, Princeton University

(John C. Danforth Center on Religion and Politics)

Faculty

Lance Jenott (<https://religiousstudies.wustl.edu/people/lance-jenott/>)

Lecturer

PhD, Princeton University

(Classics, Religious Studies)

Elena V. Kravchenko (<https://religiousstudies.wustl.edu/people/elena-v-kravchenko/>)

Lecturer

PhD, University of Texas at Austin

(Religious Studies)

Affiliated Faculty & Advisory Board Members

Catherine Adcock (<https://religiousstudies.wustl.edu/people/cassie-adcock/>)

Associate Professor

PhD, University of Chicago

(History)

Wendy Love Anderson (<https://religiousstudies.wustl.edu/people/wendy-love-anderson/>)

Assistant Director of Academic Programs for the Center for the Humanities

PhD, University of Chicago

(Center for the Humanities)

Sarah Baitzel (<https://religiousstudies.wustl.edu/people/sarah-baitzel/>)

Assistant Professor
PhD, University of California, San Diego
(Anthropology)

Anna F. Bialek (<https://religiousstudies.wustl.edu/people/anna-f-bialek/>)

Assistant Professor
PhD, Brown University
(John C. Danforth Center on Religion and Politics)

Daniel Bornstein (<https://religiousstudies.wustl.edu/people/daniel-bornstein/>)

Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
(History)

John R. Bowen (<https://religiousstudies.wustl.edu/people/john-bowen/>)

Dunbar–Van Cleve Professor
PhD, University of Chicago
(Anthropology)

Stephanie Kirk (<https://religiousstudies.wustl.edu/people/stephanie-kirk/>)

Professor
PhD, New York University
(Romance Languages and Literatures)

Jonathan L. Kvanvig (<https://religiousstudies.wustl.edu/people/jonathan-l-kvanvig/>)

Professor
PhD, University of Notre Dame
(Philosophy)

David Lawton (<https://religiousstudies.wustl.edu/people/david-lawton/>)

Professor
PhD, York University
(English)

Joseph F. Loewenstein (<https://religiousstudies.wustl.edu/people/joe-loewenstein/>)

Professor
PhD, Yale University
(English, Interdisciplinary Project in the Humanities)

Aria Nakissa (<https://religiousstudies.wustl.edu/people/aria-nakissa/>)

Assistant Professor
PhD, Harvard University
(Jewish, Islamic, and Middle Eastern Studies)

Leigh Eric Schmidt (<https://religiousstudies.wustl.edu/people/leigh-e-schmidt/>)

Edward Mallinckrodt Distinguished University Professor
PhD, Princeton University
(John C. Danforth Center on Religion and Politics)

Courtesy Faculty

Pamela Barmash (<https://jimes.wustl.edu/people/pamela-barmash/>)

Professor
PhD, Harvard University
(Jewish, Islamic, and Middle Eastern Studies)

Pascal Boyer (<https://anthropology.wustl.edu/people/pascal-boyer/>)

Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre
(Anthropology, Psychology)

Eric Brown (<https://philosophy.wustl.edu/people/eric-brown/>)

Associate Professor
PhD, University of Chicago
(Philosophy)

Geoff Childs (<https://anthropology.wustl.edu/people/geoff-childs/>)

Professor
PhD, Indiana University
(Anthropology)

R. Marie Griffith (<https://rap.wustl.edu/bio/r-marie-griffith/>)

John C. Danforth Distinguished Professor in the Humanities
PhD, Harvard University
(John C. Danforth Center on Religion and Politics)

Martin Jacobs (<https://jimes.wustl.edu/people/martin-jacobs/>)

Professor
PhD, Habilitation, Free University of Berlin
(Jewish, Islamic, and Middle Eastern Languages and Cultures)

Christine Johnson (<https://history.wustl.edu/people/christine-johnson/>)

Associate Professor
PhD, Johns Hopkins University
(History)

Hillel J. Kieval (<https://jimes.wustl.edu/people/hillel-j-kieval/>)

Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
(History; Jewish, Islamic, and Middle Eastern Languages and Cultures)

Rebecca Lester (<https://anthropology.wustl.edu/people/rebecca-lester/>)

Professor
PhD, University of California, San Diego
(Anthropology)

Laurie F. Maffly-Kipp (<https://religiousstudies.wustl.edu/people/laurie-f-maffly-kipp/>)

Archer Alexander Distinguished Professor
Vice Provost for Graduate Education
PhD, Yale University
(John C. Danforth Center on Religion and Politics)

Erin McGlothlin (<https://artsci.wustl.edu/faculty-staff/erin-mcglathlin/>)

Vice Dean of Undergraduate Affairs, College of Arts & Sciences
Professor
PhD, University of Virginia
(Germanic Languages and Literatures; Jewish, Islamic, and Near Eastern Languages and Cultures)

Nancy Reynolds (<https://history.wustl.edu/people/nancy-reynolds/>)

Associate Professor
PhD, Stanford University
(History)

Abram Van Engen (<https://english.wustl.edu/people/abram-van-engen/>)

Professor
PhD, Northwestern University
(English)

Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)

Associate Professor
PhD, University of Chicago
(Jewish, Islamic, and Middle Eastern Languages and Cultures)

Professors Emeriti

Carl W. Conrad (<https://classics.wustl.edu/people/carl-conrad/>)

PhD, Harvard University
(Classics)

Beata Grant (<https://religiousstudies.wustl.edu/people/beata-grant/>)

PhD, Stanford University
(Religious Studies; East Asian Languages and Cultures)

James F. Poag (<https://german.wustl.edu/people/james-fitzgerald-poag/>)

PhD, University of Illinois
(Germanic Languages and Literatures)

Majors

The Major in Religious Studies

Total units required: 30 units; 24 must be at the 300 level or higher

Required courses (6 units):

Code	Title	Units
Re St 102	Thinking About Religion	3
Re St 368	Theories and Methods in the Study of Religion	3
Total Units		6

Senior Capstone Experience (3 units): During their senior year, religious studies majors are required to take Re St 479 Senior Seminar in Religious Studies. Alternatively, students can fulfill the capstone requirement by writing a Senior Honors thesis.

Elective courses (21 units; 18 must be at the 300 level or higher): All majors must take at least seven courses chosen in consultation with their major advisor and that fulfill the following requirements:

- A. Broad coverage of religious traditions: Majors explore various religions by taking at least one course in four different traditions (e.g., Judaism, history of Christianity, Islam, Buddhism, East Asian religions, South Asian religions, religion in the Americas).
- B. Course concentrations: Majors focus their interests on a single religious tradition or theme by creating two course concentrations: a three-course series and a two-course series.

Note: An elective course can count toward the fulfillment of both A and B.

Additional Information

Senior Honors: Qualified majors are encouraged to apply for Senior Honors. Applications are available on the Religious Studies website (<https://religiousstudies.wustl.edu/senior-honors/>) and are due prior to the end of the junior year. Students wishing to pursue this option need to meet the minimum honors requirements stated in this *Bulletin* and to satisfactorily complete, during their last two semesters, Re St 498 Independent Work for Senior Honors I and Re St 499 Independent Work for Senior Honors II. Full guidelines are available on the Religious Studies website.

Transfer Credit: A maximum of 6 units of course work completed elsewhere — whether at another college or university or through a Washington University–approved study abroad program — may be applied toward the major. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Minors

The Minor in Religious Studies

Total units required: 18 units; 12 must be at the 300 level or higher

Required courses (6 units):

Code	Title	Units
Re St 102	Thinking About Religion	3
Re St 368	Theories and Methods in the Study of Religion	3
Total Units		6

Elective courses (12 units; 9 must be at the 300 level or higher): Students pursuing the minor may choose their electives based on individual interest and in consultation with their minor advisor.

Additional Information

Transfer Credit: A maximum of 3 units of course work completed elsewhere — whether at another college or university or through a Washington University–approved study abroad program — may be applied toward the minor. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Courses

Visit online course listings to view semester offerings for L23 Re St (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L23&crslvl=1:4>).

L23 Re St 102 Thinking About Religion

Nearly everyone has had some experience with something they would call "religion," from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or "religious"? And what does it mean to study religion, given the slipperiness of the concept itself? This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake in our investigation and inquiry into religion — for the inquirers, for the subjects of inquiry, and for society more broadly — and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what "religion" might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for religious studies majors and minors. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 1200 Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its

ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 156 First-Year Seminar: This Secular Age: Religion and Politics in Literature

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 156

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 180 First-Year Seminar in Religious Studies

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought.

Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: ETH EN: H

L23 Re St 189 Beginning Coptic II

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian and how, in the process of translation, they changed the meaning of the originals.

Prerequisite: Classics 188 or permission of instructor.

Same as L08 Classics 189

Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 2010 Religion and American Society

This course explores religious life in the United States. We will focus our study on groups and movements that highlight distinctive ways of being both "religious" and "American," including the Americanization of global religions in the U.S. context. Major themes will include religious encounter and conflict; secularization, resurgent traditionalism, and new religious establishments; experimentalism, eclecticism, and so-called "spiritual" countercultures; the relationship between religious change and broader social and political currents (including clashes over race, class, gender, and sexuality); and the challenges of religious multiplicity in the United States. Students will do the following: (1) acquire knowledge of the disparate religions practiced in North America during the 20th century and beyond; (2) examine some of the chief conflicts

as well as alliances between religion and the American social order in a global context; and (3) develop interpretive tools for understanding religion's present and enduring role in the United States and the world.

Same as L57 RelPol 201

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L23 Re St 2030 Arch City Religion: Global Religion & Public Life in St. Louis

The St. Louis region is home to a diverse array of global religious communities, many with strong political leanings. This course directly introduces students to some of this religious and political variety by coordinating weekly fieldtrips to living institutions and interacting with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, mainline Protestant, Evangelical, Jewish, Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city. Through our visits and conversations, the multiplicity of each religious community will become apparent as we encounter adherents across the political spectrum, embodying different ethnicities and committed to different degrees of "orthodoxy" or traditional belief and practice. Students should emerge from the course able to analyze the complex intersections of religion and politics in the St. Louis metropolitan area, illustrative of the United States as a whole. Note: All required site visits will take place during the regular class time.

Same as L57 RelPol 203

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L23 Re St 2062 Sophomore Seminar in History

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Same as L22 History 2062

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

L23 Re St 207 Scriptures and Cultural Traditions: Text & Tradition

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture, and society — is to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester, we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period, we investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 210 The Good Life Between Religion and Politics

What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? Do we ask it as an "us" or as an individual? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, either in community or on our own? We will discuss these questions and more through a consideration of a range of answers to the question of how we should live.

Same as L57 RelPol 210

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history are balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 224 Islamic Religion: An Introduction

Survey of the development of Islamic practice and thought from the emergence of Islam in early seventh century CE to the present.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L23 Re St 225 Religion and Politics in American History

The United States has been imagined, by turns, as a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. Are there shared national symbols and ideals that have held the country together? Is there a discernible "civil religion" in American public life—a shared faith in freedom, democratic citizenship, and patriotic sacrifice? Or, is there instead a set of competing, irreconcilable visions—say, a white Christian nationalism versus a pluralistic cosmopolitanism? This course examines such issues through a range of speeches and addresses by such generative figures as George Washington, Thomas Jefferson, Frederick Douglass, Abraham Lincoln, Elizabeth Cady Stanton, Franklin Delano Roosevelt, John F. Kennedy, Martin Luther King Jr., Ronald Reagan, Barack Obama, and John McCain. Through sustained discussion of their canonical speeches, as well as other monuments, rites, and declarations that have hallowed the nation, the class explores what ideals Americans have held sacred.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 2300 Black-Jewish Relations in the United States

The relationship of blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "black" and "Jewish."

Same as L57 RelPol 230

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L23 Re St 236F Introduction to East Asian Religions

This introductory course provides a basic, yet systematic, overview of certain major religious traditions that evolved in East Asia, particularly in China and Japan, but also in Korea. We begin with the classical Chinese traditions of Confucianism and Daoism, then turn our attention to Buddhism, which originated in India (ca. 500 BCE) and was later introduced into China (first century CE), Korea (fourth century CE) and Japan (sixth century CE). We then examine the Japanese tradition of Shinto, and focus more specifically upon the development of new Japanese forms of Buddhism. The course ends with a brief look at the coming of some of these religions to the West, and in particular the United States.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 2400 Jewish Political Thought

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

L23 Re St 2401 First-Year Seminar: Sex and the Bible

What does the Bible say about sex and sexual desire? Gender and gender identity? Bodies and bodily pleasure? This class critically examines sex, gender, and sexuality as they are constructed in the Bible. We will consider biblical ideas of sexuality and desire, laws regulating sex and the body, homoeroticism and homosexuality, trans representation, the portrayal of women, and queer characters and moments in the Bible. We will also explore how key biblical texts about gender and sexuality (Adam and Eve, Sodom and Gomorrah, the Whore of Babylon, etc) have been interpreted over time. Our methods of interpretation will include feminist, womanist, postcolonial, queer, and trans reading strategies; biblical texts will come from both the Hebrew Bible and the New Testament. This class is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC BU: BA, ETH EN: H

L23 Re St 244 Religion and Music in American Culture

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Same as L57 RelPol 244

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L23 Re St 2450 Love and Reason

Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided

by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

Same as L57 RelPol 245

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 248 Religion, Health, and Wellness in Modern America

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry

Same as L57 RelPol 248

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

L23 Re St 2500 Zionism

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L23 Re St 255 Religion, Environmentalism, and Politics

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Same as L57 RelPol 255

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 2600 Religion in the African-American Experience: A Historical Survey

This course introduces students to important themes in the history of African-American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African-American communities.

Same as L57 RelPol 260

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L23 Re St 280 African-American Religions

This course is an introduction to African-American religions. It attends to the changes wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new Black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history and African diasporic history. The course proceeds in three parts. It begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "Black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, which makes up the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RelPol 280

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L23 Re St 285 Islam in America

Muslims have long been an embedded part of American culture since their forced arrival through the Transatlantic slave trade and later waves of immigration throughout the 18th-21st centuries from various regions. In this course, we attend to the history of Islam in the U.S. and analyze the heterogeneity of American Muslim experiences across race, ethnicity, and gender. We consider how American Muslims both shape and are shaped by U.S. society as autonomous religious actors and as a marginalized outgroup.

Same as L57 RelPol 285

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L23 Re St 288 Muslims in the Media and Popular Culture

In the post-9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and

dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

L23 Re St 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 300 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 3012 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L23 Re St 303 Daoist Traditions

This course offers an introduction to the history, practices and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the second century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L23 Re St 3030 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this course, we will explore the world of medieval love — from the chivalrous and courtly to the bodily and obscene — as represented in books of songs from the 15th century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: What do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what — if anything — we stand to lose. (Ability to read music not required.)

Same as L27 Music 3030

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L23 Re St 3031 Christianity in the Modern World

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia, and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L23 Re St 3033 Religion and Healing

This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH EN: H

L23 Re St 3035 Antisemitism: History, Causes, Consequences

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
BA EN: H

L23 Re St 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L23 Re St 3050 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well

as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Same as L57 RelPol 305

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:
BA EN: H

L23 Re St 3051 Orthodoxy and Heresy in Early Christianity

From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion — Christianity — disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian "orthodoxy" embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:
ETH, HUM EN: H

L23 Re St 3065 Voice, Language and Power: Late Medieval Religious Writing

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy — a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only occasionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L23 Re St 3071 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Same as L57 RelPol 307

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH

L23 Re St 3074 Hinduism and the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L23 Re St 307F Introduction to the New Testament

What can be known — from an historical perspective — about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct "religion"? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: We ask what Jesus, his first followers, and their Jewish and "pagan" contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

L23 Re St 3080 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history, and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L23 Re St 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism

This course offers a survey of the historical, literary, social and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon — as a constantly developing religious system. Among the topics explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women? How did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash collections — a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L23 Re St 3090 Chinese Thought

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We will examine early classical texts from the Daoist, Confucian, Mohist, and Legalist traditions, and we will follow arguments in which the thinkers expand upon, dispute, and respond to each other in regard to questions that are still important to us today. We will explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course will be the underlying question, "What is the good life?"

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L23 Re St 3091 Confucian Thought

This course is designed to introduce students to the history and teachings of one of the world's major religious traditions: Confucianism. We will examine how Confucianism developed in ancient China and afterwards spread throughout East Asia and beyond. In particular, we will pay attention to the issue of ritual and how Confucians attempted to ritualize social interactions and the world at large. In order to do so, we will engage in the writings of Confucius, Mengzi, and Xunzi, three early Chinese writers whose basic ideas about ritual heavily informed myriad cultural practices that are formative for large portions of East Asia today. Hence, this course on ancient thinkers not only introduces thoughts and practices prevalent throughout premodern China, Japan and Korea. It also functions as a catalyst that helps us understand some of the reasons and motivations behind these communities' recent efforts to renegotiate and question "the colonialist flavor" of human rights and democracy.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L23 Re St 3100 Religion and Violence

Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about religion and violence and test them on historical and recent "religious" conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and "othering," 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

L23 Re St 3101 The Problem of Evil: The Holocaust and Other Horrors

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3102 Defense Against the Dark Arts: An Anthropological Approach to the Study of Religion and Health

This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the

reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.

Same as L48 Anthro 3100

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L23 Re St 311 Buddhist Traditions

This course examines the historical development of Buddhism from its origins in South Asia in the sixth to fifth century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet and East Asia. We close the course with an overview of Buddhism in the modern West.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H UColl: CD

L23 Re St 3110 Sacred Architecture of the Indian Subcontinent

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required.

Same as L73 Hindi 311

Credit 3 units. A&S IQ: HUM, HUM, LCD BU: IS EN: H

L23 Re St 312 South Asian Religious Traditions

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves — in their

everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L23 Re St 3130 Sexuality in Early Christianity

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L23 Re St 313C Islamic History 622-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 3140 Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions about and insights into the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces, including colonial rule and racial hierarchies; religious difference and migration; the racialization of religion; diaspora and empire; persecution and power; and global geographies of the War on Terror. This course is not an exhaustive account of the enmeshment of race and religion in the United States or globally. Rather, this course aims to critically unpack formations of religion and race and their contemporary mediation by American geopolitics.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH

L23 Re St 314C Islamic History 1200-1800

An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal periods (600-1000) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course is not a "survey" of this period but a series of "windows" that allows students to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L23 Re St 315 Virtues, Vices, Values: Regulating Morality in Modern America

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around "values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Same as L57 RelPol 315

Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

L23 Re St 3160 Beauty & Aesthetics In Islam: Islamicate Literature, Material Art, & Architecture

This course provides an introduction to beauty and aesthetics in Muslim societies from across the world. The course focuses on Islamicate literature (e.g., poetry, narrative, biography), material art (e.g., textiles, ceramics, decorated manuscripts), and architecture (e.g., palaces, built gardens, mosques, mausoleums). Some attention is also given to performing arts (e.g., dance, music, plays, puppetry). Various types of material will be considered, ranging from religious to non-religious. Material will be drawn from across the Muslim world, including the Middle East, Sub-Saharan Africa, Central Asia, South Asia, and Southeast Asia. Although the course is primarily concerned with the premodern period, it will also consider the impact of modernity on Muslim literature, art, and architecture.

Same as L75 JIMES 3160

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: ETH, HUM EN: H

L23 Re St 3171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.

Same as L73 Hindi 3171

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

L23 Re St 3183 The Jews of North Africa

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Same as L75 JIMES 3183

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L23 Re St 3192 Modern South Asia

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anticolonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 321 American Religion and the Politics of Gender and Sexuality

Religious beliefs about gender and sexuality have long played a vital role in American politics, and this is vividly evident in debates over such issues as birth control, pornography, funding for AIDS research, abstinence-only sex education, sexual harassment, same-sex marriage, abortion, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores

the centrality of sex to religion and politics in the United States, emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of adults and children as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts on gender and sexuality with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics and the law.

Same as L57 RelPol 321

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 323 Jews and Christians in the Premodern World

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper-division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of "orthodoxy" and "heresy," as well as the way in which Christians re-appropriated Jewish texts, rituals and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L23 Re St 3232 Religion & Nationalism in the Middle East & South Asia

How does religion shape national identity? How and why do some religious traditions become intertwined with the identities of national communities, often at the expense of others? In this course we explore how Islam, Judaism, Hinduism, and Christianity have interacted with modern nationalism to shape the nation-states of the Middle East and South Asia in profound ways. Throughout the course, we examine a range of case studies to compare and contrast, for example, the complex interaction between religion and nationalism in the creation of Pakistan and Israel in 1947 and 1948 as Muslim and Jewish national homes, the rise of the Hindu Right in India, religion and race in Iran, or the significance of Christianity and Islam for Palestinians and Iraqis. As we do so, we investigate how national movements have selectively and creatively engaged religious traditions over time in order to redefine communal boundaries, narrate new histories, exclude minorities, and reread sacred texts to draw the borders of their national homelands, which have often overlapped at great cost.

Same as L75 JIMES 3232

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS

L23 Re St 3262 The Early Medieval World 300-1000

This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (and commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former western empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after the Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. In the post-Roman world of the West we will read about the Anglo-Saxons, the Carolingians, and the Vikings. In exploring these topics we will have to think about the relationship of kings to popes, Emperors to patriarchs, of missionaries to pagans, of cities to villages, of the sacred to the profane. Our attention will be directed to things as various as different forms of monasticism, the establishment of frontier communities, the culture of the Arabian peninsula, magic, paganism, military tactics, Romanesque churches, sea travel, manuscript illumination, the architecture of mosques, early medieval philosophy, the changing imagery of Christ, holiness, and violence as a redemptive act.

Same as L22 History 3262

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L23 Re St 3277 Philosophy of Religion

This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.

Same as L30 Phil 327

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3293 Religion and Society

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L23 Re St 3300 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through

religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L23 Re St 3303 Topics in Chinese Lit & Culture: Three Streams: Major Religious Traditions in Pre-modern East Asia

A topics course on Chinese literature and culture; subject matter varies by semester

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L23 Re St 3341 Religion, Race, and Migration: Borders of Difference

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Same as L57 RelPol 334

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

L23 Re St 334C Crusade, Conflict, and Coexistence: Jews in Christian Europe

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world — a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L23 Re St 3354 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe

The term "Central Europe" evokes the names of Freud and Mahler; Kafka and Kundera; and Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy), which both balanced and exacerbated ethnic, religious, and social struggles; in modern state formation; and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play -- empire, nation, urban space, religion, and ethnicity -- to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation," acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L23 Re St 336C History of the Jews in Islamic Lands

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L23 Re St 3401 Pilgrims and Seekers: American Spirituality from the Transcendentalists to the Millennials

This seminar focuses on the formation of "spirituality" in American culture from the Transcendentalist world of Ralph Waldo Emerson on through more recent expressions of the "spiritual-but-not-religious" sensibility. How did "spirituality" come to be seen as something positively distinct from "organized religion"? What are the main contours of spiritual seeking in American culture, especially among those who claim no specific religious affiliation? The course also explores the social, political, and cultural consequences of this turn to the spiritual over the religious: for example, the consecration of liberal individualism, the relationship of religious exploration to both environmentalism and consumerism, the politics of cultural appropriation, the negotiation of religious pluralism, and the pursuit of the spiritual in art.

Same as L57 RelPol 340

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L23 Re St 3421 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 343C Europe in the Age of the Reformation

How should people act toward each other, toward political authorities and toward their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society and politics. In this class we examine the development of Protestant and Radical theology, the Reformers' relations with established political authorities, the

response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims and Anabaptists, and the experiment of the New World.

Same as L22 History 343C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L23 Re St 3451 Religion and Race in the United States

Race and ethnicity are central to how religious pluralism is worked out in America. How do the categories of race and religion intersect to produce concepts of a normative American identity? In this course, we examine the construct of race across various American congregational communities in order to understand debates on American identity and belonging. We also explore the idea of an American civil religion, and we engage with the boundaries of inclusion and exclusion of particular religious groups within this category based upon racialized criteria.

Same as L57 RelPol 345

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L23 Re St 346 Topics in East Asian Religions

This course explores one of the various topics in East Asian Religions. Recent topics have included "The Zhuangzi" (a Daoist classic); Tantric Buddhism; and death, dying and the afterlife in East Asian religions.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L23 Re St 3461 Zen Buddhism

This course is designed to introduce students to the history, teachings, and practice of Zen Buddhism in China (Chan), Japan (Zen), Korea (Sôn), and the United States. We will discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We will also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we will briefly explore the response of Zen teachers and practitioners to questions of war, bioethics, the environment and other contemporary issues. Prerequisites: Re St 203 or Re St 311.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 3465 Islamic Law

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Same as L75 JIMES 346

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3513 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc., literature. Because of the availability of primary sources in English translation, there is a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills are encouraged to engage sources in their original language.

Same as L75 JIMES 351

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3540 Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L23 Re St 3542 Christian Theology and Politics in the Modern West

This course engages students in the reading and analysis of influential religious texts from the Western Christian world from the mid-16th century to the present. The course also examines these texts in their historical context, raising questions about the relationship between theology and politics in the West. The course pursues such questions chronologically, with the first weeks devoted to Catholic and Calvinist contests over revelation and political authority during the 16th century to Puritan ruminations during the 17th century on the nature of worldly calling and personal eschatology. The next weeks concern 18th-century views of reason as a critique of traditional Christianity and Protestant responses centered on true virtue as a hedge against worldly loyalties. We then examine 19th-century discussions of the relationship between ethics, tradition, and religious experience. For the 20th century, we discuss texts that address Christian conceptions of redemption to issues of hypernationalism and race. The final weeks are devoted to recent theologies that have to do with the self and one's identity and current political crises. Juniors and seniors only. Sophomores by permission.

Same as L57 RelPol 354

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 3551 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.

Same as L57 RelPol 355

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

L23 Re St 356 Genesis

Genesis, the first book of the Bible, remains among the most important literary, historical, and theological works ever written - at once beautiful, funny, perplexing, and challenging. In this class, we will take a deep dive into Genesis, while also exploring literary, historical, mythological, feminist, postcolonial, and other responses to the text. We will also consider the history of interpretation, with a particular interest in the reception of Genesis in literature and in popular culture.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 3571 God in the Courtroom

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.

Same as L57 RelPol 357

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 358 Conscience and Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage

equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Same as L57 RelPol 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L23 Re St 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L23 Re St 360 Religion and the Modern Civil Rights Movements, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L23 Re St 3620 Islam, Gender, Sexuality

In this course, we examine major themes and debates around gender and sexuality in Islamic contexts, investigating how gender informs social, political, religious, and family life in Muslim cultures. We employ a chronological approach to these topics, beginning with the status of women in seventh century Arabia, to the period of Islamic expansion across Asia, North

Africa, and the Iberian Peninsula, to the colonial period ending with the contemporary US contexts, wherein debates over the status of Muslim women in society have emerged with renewed vigor.

Same as L57 RelPol 362

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L23 Re St 3622 Topics in Islam

This course presents selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor.

Note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H
UColl: CD

L23 Re St 365 The Bible as Literature

The Bible is one book among many; the Bible is a book like no other; the Bible is not one book but many. The course will debate such positions and the different histories and practices of reading they involve. We shall read extensively in English translations of the Bible, both Jewish and Christian, with emphasis on literary form and ideas. We shall look at the Bible's material forms, and the history of its interpretation and translation. The aim is not to adjudicate its meaning but to explore what over time it has been taken to mean, attempting to locate within the book the potential for different interpretations. The course requires, and should foster, attentive reading, vigorous yet courteous argument, and respect for the readings of others.

Same as L14 E Lit 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3650 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to — and materially depended on — unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Same as L57 RelPol 365

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

L23 Re St 366 Approaches to the Qur'an

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH

L23 Re St 3660 The Sephardic Experience: 1492 to the Present

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands and the Americas. The questions we will explore include: In what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JIMES 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L23 Re St 3670 Gurus, Saints and Scientists: Religion in Modern South Asia

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan and Mohandas Gandhi; and explore how Hindu, Islamic and other South Asian traditions were recast in the molds of natural science, social science and world religion.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L23 Re St 368 Theories and Methods in the Study of Religion

What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate particular beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific

formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India — as it has been challenged, reworked, and harnessed for present and future needs — from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L23 Re St 3700 Religion and the Origins of Capitalism

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

Same as L57 RelPol 370

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L23 Re St 3730 Topics in Near Eastern Cultures

The topic for this course will change each semester; the specific topic for each semester will be given in course listings.

Same as L75 JIMES 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 374 Of Dishes, Taste, and Class: History of Food in the Middle East

This course will cover the history of food and drink in the Middle East to help us understand our complex relationship with food and to look at our lives from perspectives we intuitively feel or by implication know but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies; differentiate socially, culturally, and economically; establish values and norms for religious, cultural, and communal practices; and define identities of race, gender, and class. This course does not intend to spoil, so to speak, what is undeniably one of the most pleasurable human needs and activities; rather, the goal is to make students aware of the social meaning of food and to reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries up to the present time, but we will be selective in choosing themes, geographic regions, and historical periods to focus on. Student should consult the instructor if they have not taken any courses in the humanities. Enrollment priority given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

L23 Re St 374C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World

We trace Israelite and Jewish history from its beginnings in the biblical period (ca. 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (ca. 620 CE). We explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JIMES 301C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L23 Re St 3750 In the Beginning: Creation Myths of the Biblical World

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 3751

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 375W In the Beginning: Creation Myths of the Biblical World: Writing Intensive

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East, and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 375W

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 377 History of Slavery in the Middle East

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy.

We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military

slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L23 Re St 379 Gender, Religion, and Secularism

This course considers how gender is constructed in the processes of distinguishing between religion and secularism. Students will be exposed to a variety of case studies that examine the specific dynamics of producing an oppositional difference between religion and secularism through attitudes toward gender roles, values, and commitments. This course is designed to help students examine how the assumptions about secularism as necessarily more freeing and equalizing for women become normative and make many religious women's claims to freedom, equality, and agency illegible.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

L23 Re St 3801 Religion in the Kitchen

The kitchen is home to food preparation and everyday conversations, not a privileged place of formal religious rites. But much can be learned about religion by focusing our analytical gaze on this seemingly benign space. By expanding the focus of where, and how, we study religion, the kitchen is revealed as a remarkably unstable social space. In this course we will consider questions such as: Is the kitchen constructed as a sacred, profane, or an in-between space? How is the kitchen gendered? Is it perceived as a dominantly female (or male) space, and under what conditions of power? How is food used to construct religious or racial identity, and why is it so powerful? Are kitchen practices cultural or religious activities? And who identifies kitchen work as an authentic (or inauthentic) religious practice? To answer these questions, we will consider a variety of religious, and not-so-religious, traditions within North America.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L23 Re St 381 Major Figures in Christian Thought

Critical examination of one or more of the major figures in Christian theology and apologetics (e.g., Augustine, Aquinas, Luther, Kierkegaard). Subject matter varies each semester. May be repeated for credit. Prerequisite: a course in biblical literature, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 382 Topics in Christianity

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies."

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L23 Re St 3831 Magicians, Healers and Holy Men

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

Same as L08 Classics 3831

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 3843 Comparative Religion

This course provides an overview of religion from the emergence of the human species until the present. It draws on scholarship from a variety of fields including archaeology, cultural anthropology, history, religious studies, evolutionary biology, psychology, and neuroscience. The course begins with a discussion of the psychological/biological foundations of religion. It then examines hunter-gatherer religions, prehistoric agricultural/pastoral religions, and major ancient/early religions (e.g., Mesopotamian, Egyptian, Zoroastrian, Greco-Roman, Aztec). Next, students are introduced to the three major families of world religions; namely, the "Abrahamic" religions (Judaism, Christianity, Islam); the "Indic" religions (Hinduism, Buddhism, Jainism), and the "East Asian" religions (Confucianism, Daoism, Shintoism).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH

L23 Re St 3850 Jesus, Jazz, and Gin: the 1920s and the History of Our Current Times

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the 20th century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice and reinvention contributed to and was shaped by such change.

Same as L57 RelPol 385

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 385D Topics in Biblical Hebrew Texts

The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry.
Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.
Same as L74 HBRW 385D
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 386 Topics in Jewish Studies

Consult course listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 386
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L23 Re St 387 Topics in Jewish Studies

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.
Same as L75 JIMES 385
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L23 Re St 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course explores alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course treats India, Pakistan and other South Asian regions in the colonial and postcolonial periods.
Same as L22 History 38C8
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L23 Re St 3900 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?
Same as L57 RelPol 390
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3921 Secular and Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in

decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.
Same as L22 History 3921
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L23 Re St 393 Medieval Christianity

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the fifth century and the 15th, with an emphasis on the interaction of religion, culture, politics and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L23 Re St 396 Islamic Philosophy, Mysticism, and Theology

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3977 The Making of the Modern Catholic Church

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic Church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, postcolonial world.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

L23 Re St 4002 Capstone Seminar: Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.
Same as L75 JIMES 4001
Credit 3 units. A&S IQ: HUM EN: H

L23 Re St 403 Topics in East Asian Religion and Thought

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 404 Material Religion

This seminar examines contemporary theories and approaches to materiality in the study of religion. Particular attention is given to how scholars envision the relationship between bodies, rituals, religious objects, and the human ability to think, know, and act in the world. By attending to a variety of "things" -- prints, icons, ritual clothes, food, incense -- and to the history of their use within such traditions as Islam, Buddhism, Candomble, Lucumi, and Christianity, this course seeks to provide students with an opportunity to familiarize themselves with contemporary studies that take seriously the power of material objects to make and sustain religion. This course is simultaneously designed to allow students to practice utilizing material culture as a method in their own research.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L23 Re St 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L23 Re St 405 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience

of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L23 Re St 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 407 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of nonviolent resistance. This course considers the role of religious thought and practice in such movements in the 20th century. The history of these movements presents an apparent paradox: How can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to

discuss the use of religious strategies or religiously-derived strategies in current political and social activism. CET (<https://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching/>) course.

Same as L57 RelPol 407

Credit 3 units. A&S IQ: HUM EN: H

L23 Re St 408 Nuns

Nuns — women vowed to a shared life of poverty, chastity and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 4080 Sacred Ways and Holy Spaces: Athenian Religion and Topography

From seashore to mountain top, ancient Athens was famous for being a landscape rich with myth and religion. In order to worship their gods with processions, sacrifices, and other acts of devotion, Athenians moved through, across, and within space as defined by such things as sacred roads, monumental gateways and altars, and even places considered so holy that one was forbidden to enter. This course will introduce students to the study of place (topography) and to the methods and evidence by which we can determine where specific buildings and sites were, how they were used, and what they signified. We will explore major sites like the Acropolis as well as a variety of other temples, shrines, and holy sites across urban and rural landscapes alike, each of which structured space in its own way. By examining a wide range of archaeological and textual evidence (c. 800 BC-AD 400), we will develop an integrated understanding of Athenian religious belief and ritual in the context of architecture and space. While this course will concentrate on the topography of architecturally definable religious sites, we will also explore religious practices (e.g., magic, early Christianity) that employed the landscape in fundamentally different ways than other parts of the Athenian religious system.

Same as L08 Classics 408

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 4118 The Good Cause: Psychological Anthropology of Moral Crusades

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a

series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Same as L48 Anthro 4118

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L23 Re St 4121 American Religion, Politics, and Culture: Historical Foundations

This seminar offers a wide-ranging overview of the leading historical scholarship concerning the busy intersections of American religion and politics. Topics include: church-state relations, religion and foreign policy, religion and social justice, religion and the science wars, the rise of the Religious Right, and the role of religion in public life. Prerequisites: advanced undergraduate or graduate standing in a related field or permission of instructor.

Same as L57 RelPol 4121

Credit 3 units. A&S IQ: HUM EN: H

L23 Re St 4122 American Religion, Politics & Culture: Commentary from Alexis de Tocqueville to Contemporary Pundits

This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research — a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered in two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. Prerequisites: advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.

Same as L57 RelPol 4122

Credit 3 units. A&S IQ: HUM

L23 Re St 413 Topics in Islam

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 445

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L23 Re St 418 Sexuality and Gender in East Asian Religions

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen — both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L23 Re St 4180 Victorian Literature 1830-1890: Literature & Religion in the Age of Doubt

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.

Same as L14 E Lit 418

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L23 Re St 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the 16th century depicted the interactions of the living and the dead. Despite the distinct genres, time periods and topics, one important aspect will regularly appear: Apparently people perceived the boundaries between the living and the dead to be quite porous in premodern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends and government officials.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L23 Re St 4250 Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L23 Re St 4300 Spiritual But Not Religious: The Politics of American Spirituality?

What does it mean to claim to be "spiritual but not religious"?? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples?? The seminar focuses on a series of debates that have arisen over this "new spirituality" in American culture: the religious blessing of consumer culture, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the negotiation of religious pluralism, and the relationship between spiritual seeking and social justice.

Same as L57 RelPol 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L23 Re St 432 Early Christianity and Classical Culture

This course explores the development of Early Christianity from the Apostolic fathers (late first century CE) to Augustine in the fifth century. We will be focused on contextualizing these early Christian communities within the classical Greek and Roman worlds through which they spread, examining their engagement with Greco-Roman models of rhetoric, philosophy and literature. Prerequisites: L23 307F Introduction to the New Testament or previous work in Classical Studies recommended but not required.

Credit 3 units. A&S IQ: HUM EN: H

L23 Re St 435 Sabbath Politics: Rest and Refusal in Religion and Politics

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it—and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of Jewish texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for African-Americans, and agonistic democratic politics.

Same as L57 RelPol 435

Credit 3 units. A&S IQ: HUM

L23 Re St 4357 The Holocaust in the Sephardic World

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's

"long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry and film.

Same as L97 GS 4357

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L23 Re St 4366 Europe's New Diversities

Since the late 1980s, three major upheavals have transformed European senses of identity. The demise of the Soviet Union has forced citizens of new "post-socialist" nations to forge new senses of belonging and new strategies of survival. The rise of a new public presence of Islam and the growth of children of Muslim immigrants to adulthood have challenged notions that Europe is a secular or post-Christian space. Finally, the heightened authority of European institutions has challenged the nation-state from above, and the granting of new forms of subnational autonomy to regions and peoples has challenged it from below. The new Europe is increasingly constituted by way of regional identifications, transnational movement(s), and umbrella European legal and political organizations; these new realities occasion new rhetorics of secularism, nationalism, and ethnic loyalties. We examine these forms of diversity, movement, and debate by way of new works in anthropology, sociology and political science.

Same as L48 Anthro 4366

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSC BU: IS EN: S

L23 Re St 4400 Religion, Politics, and the University

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (<http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>) to Professor John Inazu.

Same as L57 RelPol 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 4401 Topics in Rabbinic Texts

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prerequisites: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440

Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 444 The Mystical Tradition in Judaism

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic,

and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 446 History of Political Thought in the Middle East

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 446

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L23 Re St 4491 American Unbelief from the Enlightenment to the New Atheism

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S IQ: HUM Arch: SSP Art: SSP EN: H

L23 Re St 4711 Topics in Religious Studies: Gender and Religion in China

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese

society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling. Credit 3 units. A&S IQ: HUM, LCD

L23 Re St 479 Senior Seminar in Religious Studies

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 480 Topics in Buddhist Traditions

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

L23 Re St 490 Topics in Islamic Thought

This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM, LCD

L23 Re St 495 Religion and the State: Global Mission, Global Empire

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L23 Re St 498 Independent Work for Senior Honors I

Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 Re St 498 in the fall semester and L23 Re St 499 in the spring semester. Prerequisite: admission to the Honors Program.

Credit 3 units.

L23 Re St 499 Independent Work for Senior Honors II

Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 Re St 498 in the fall semester and L23 Re St 499 in the spring semester. Prerequisite: admission to the Honors Program.

Credit 3 units.

L23 Re St 4993 Advanced Seminar in History: Women and Religion in Medieval Europe

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we examine the religious experience of women in a variety of settings — from household to convent. In particular, we try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Same as L22 History 4993

Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 49CA Advanced Seminar in History: Religion and the Secular: Critical Perspectives from South Asia

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 49JK Advance Seminar in History: Blood and Sacred Bodies: Ritual Murder and Host Desecration Accusations

This seminar follows the history of the ritual murder and Host desecration accusations from the origins in 12th- and 13th-century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Same as L22 History 49JK

Credit 3 units. A&S IQ: HUM, LCD EN: H

Romance Languages and Literatures

Romance Languages and Literatures offers vibrant programs in French, Italian, Portuguese and Spanish. Our language courses have long been popular with undergraduates, including those interested in international travel and those who anticipate a global dimension to their future careers. All of our classes focus on culture writ large: we study great texts, and we do so with an eye toward gender roles, traditions, communities, individual freedom, social obligations and many other topics of critical importance today. We offer concentrations in French, Italian, Spanish, applied linguistics, and introductory Portuguese.

Our undergraduate programs in French, Italian, and Spanish include a compelling series of language, literature, culture, and civilization courses that introduce students to the global Hispanic, Francophone, and Italophone communities. The curriculum affords students the opportunity to become fluent in a foreign language, enrich their historical and cultural understanding, and acquaint themselves with influential intellectual, literary, and artistic traditions.

Students also benefit from linguistic and cultural immersion opportunities through our many summer, semester, and year-long study abroad programs. These programs offer unique possibilities to combine foreign language training with other interests, including participating in business internships in Paris; pursuing fieldwork in Cameroon; or studying art history in Italy, literature in Madrid, or Andean culture in Ecuador. These experiences lead to a variety of career paths, including international law, international business, medicine, journalism, and graduate studies in political science, international relations, history, anthropology, art history, comparative literature, French, and film studies. To prepare our students to take full advantage of such opportunities, our faculty provides an innovative range of courses that combine the study of literature with contemporaneous developments in philosophy, science, music, art, and theory.

For undergraduates interested in cross-language study, we offer two programs. Students may elect to major in Romance languages and literatures. This major requires advanced course work in French, Italian, and Spanish, with one of the three languages as the focus of primary emphasis. Alternatively, students may minor in applied linguistics, studying the theoretical, empirical, and practical foundations of teaching and learning languages. This minor is available to all majors on campus, but it is particularly suited to language majors.

Phone: 314-935-5175
Email: rl@wustl.edu
Website: <http://rl.wustl.edu>

Faculty

Chair

Julie E. Singer (<https://rl.wustl.edu/people/julie-singer/>)
PhD, Duke University

Endowed Professors

Mabel Moraña (<https://rl.wustl.edu/people/mabel-morana/>)
William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program
PhD, University of Minnesota

Ignacio Sánchez-Prado (<https://rl.wustl.edu/people/ignacio-sanchez-prado/>)

Jarvis Thurston and Mona Van Duyn Professor in Humanities in Arts & Sciences
PhD, University of Pittsburgh

Elzbieta Sklodowska (<https://rl.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences
PhD, Washington University

Professors

William Acree (<https://rl.wustl.edu/people/william-acree/>)
PhD, University of North Carolina at Chapel Hill

Joe Barcroft (<https://rl.wustl.edu/people/joe-barcroft/>)
PhD, University of Illinois at Urbana-Champaign

Tili Boon Cuillé (<https://rl.wustl.edu/people/tili-boon-cuille/>)
PhD, University of Pennsylvania

J. Andrew Brown (<https://rl.wustl.edu/people/j-andrew-brown/>)
PhD, University of Virginia

Pascal Ifri (<https://rl.wustl.edu/people/pascal-ifri/>)
PhD, Brown University

Stephanie Kirk (<https://rl.wustl.edu/people/stephanie-kirk/>)
PhD, New York University

Tabea Linhard (<https://rl.wustl.edu/people/tabea-alexalinhard/>)
PhD, Duke University

Rebecca Messbarger (<https://rl.wustl.edu/people/rebecca-messbarger/>)
PhD, University of Chicago

Michael Sherberg (<https://rl.wustl.edu/people/michael-sherberg/>)
PhD, University of California, Los Angeles

Harriet A. Stone (<https://rl.wustl.edu/people/harriet-stone/>)
PhD, Brown University

Akiko Tsuchiya (<https://rl.wustl.edu/people/akiko-tsuchiya/>)
PhD, Cornell University

Associate Professors

Javier García-Liendo (<https://rl.wustl.edu/people/javier-garcia-liendo/>)
PhD, Princeton University

Seth Graebner (<https://rl.wustl.edu/people/seth-graebner/>)
PhD, Harvard University

Ignacio Infante (<https://rl.wustl.edu/people/ignacio-infante/>)
PhD, Rutgers University

Eloísa Palafox (<https://rll.wustl.edu/people/eloisa-palafox/>)
PhD, Michigan State University

Assistant Professor

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)
PhD, Ohio State University

Teaching Professors

Elizabeth Allen (<https://rll.wustl.edu/people/elizabeth-allen/>)
PhD, Columbia University

Amanda Carey (<https://rll.wustl.edu/people/amanda-carey/>)
MA, Arizona State University

Lionel Cuillé
PhD, Ecole Normale Supérieure Lettres et Sciences Humaines,
Lyon

Iva Youkilis (<https://rll.wustl.edu/people/iva-youkilis/>)
MA, University of Virginia

Senior Lecturers

Marisa Barragán-Peugnet (<https://rll.wustl.edu/people/marisa-barragan-peugnet/>)
MA, Saint Louis University

Virginia Braxs (<https://rll.wustl.edu/people/virginia-braxs/>)
MA, Washington University

Heidi Chambers (<https://rll.wustl.edu/people/heidi-chambers/>)
MA, Washington University

Erika Conti (<https://rll.wustl.edu/people/erika-conti/>)
PhD, Washington University

Rebeca Cunill
PhD, Florida International University

Jody Doran (<https://rll.wustl.edu/people/jody-doran/>)
MA, Washington University

Rebeca Fromm Ayoroa (<https://rll.wustl.edu/people/rebeca-fromm-ayoroa/>)
ABD, Princeton University

Vincent Jouane (<https://rll.wustl.edu/people/vincent-jouane/>)
PhD, Washington University

Nancy Kay Schnurr (<https://rll.wustl.edu/people/nancy-schnurr/>)
MA, Middlebury College

Lecturers

Mark Dowell (<https://rll.wustl.edu/people/mark-dowell/>)
MA, University of North Carolina at Chapel Hill

Silvia Ledesma Ortiz (<https://rll.wustl.edu/people/silvia-ledesma-ortiz/>)
MA, Saint Louis University

Steve Levillain (<https://rll.wustl.edu/people/st%C3%A8ve-levillain/>)
PhD, University of Iowa

Erik Nesse (<https://rll.wustl.edu/people/erik-nesse/>)
PhD, University of Colorado

Eliza Williamson (<https://lasprogram.wustl.edu/people/eliza-williamson/>)
PhD, Rice University

Professors Emeriti

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)
PhD, John Hopkins University

Elyane Dezon-Jones
Doctorat de 3e Cycle, University of Paris

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)
PhD, University of Illinois

Stamos Metzidakis (<https://rll.wustl.edu/people/stamos-metzidakis/>)
PhD, Columbia University

Michel Rybalka
PhD, University of California, Los Angeles

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
PhD, University of Illinois at Urbana-Champaign

Colette H. Winn (<https://rll.wustl.edu/people/colette-winn/>)
PhD, University of Missouri-Columbia

Majors

Prospective Romance languages majors should consult with the director of undergraduate studies of the chosen language as early as possible.

For the French major, please visit the French (p. 602) page.

For the Italian major, please visit the Italian (p. 772) page.

For the Spanish major, please visit the Spanish (p. 1042) page.

The Major in Romance Languages and Literatures

Like our other majors, the Romance languages major requires a writing-intensive course and a capstone experience. Further details are available on the department's website (<http://rll.wustl.edu>).

Total units required: A minimum of 42 units at the 300 and 400 level, distributed among French, Italian, and Spanish

Required courses:

- Language I: Courses through the 400 level, including French 307 and French 321 or French 322 for French, Ital 307 and Ital 308 for Italian, and Span 302 and Span 303 for Spanish; two literature surveys (French: Thinking-It-Through courses; Italian: Ital 323W and Ital 324W; or Spanish: Debating Cultures or Researching Cultures courses); and two 400-level courses (in Italian, two literature courses; in French, either two Thinking-It-Through courses or one Thinking-It-Through course and one In-Depth course; in Spanish, either two literature courses or one literature course and one linguistics course)
- Language II: Courses through the 400 level, including French 307 and French 321 or French 322 for French, Ital 307 and Ital 308 for Italian, and Span 302 and Span 303 for Spanish; at least two literature surveys (French: Thinking-It-Through courses; Italian: Ital 323W and Ital 324W; or Spanish: Debating Cultures or Researching Cultures courses); and one 400-level course (in Italian and French, a literature course; in Spanish, either literature or linguistics)
- Language III: Courses through and including one literature survey (French 307 and French 321 or French 322 for French, Ital 307 and Ital 308 for Italian, and Span 302 and Span 303 for Spanish) plus, depending on the language, a Thinking-It-Through course in French; Ital 323W or Ital 324W in Italian; or a Debating Cultures or Researching Cultures course in Spanish
- One writing-intensive course in either Spanish or Italian or via a French In-Depth course
- A capstone experience, either by completing Latin honors or by completing a senior undergraduate seminar during the junior or senior year with a grade of B+ or better. We encourage students to consider doing an honors thesis, perhaps combining French and Spanish. The 6 units of 495 (honors) would be above and beyond the requirements listed above for each language.

Students need to take these classes for a letter grade and earn a B- or better, with a B average overall, per departmental requirements of all majors.

Students need approval from directors of undergraduate studies for Italian, French, and Spanish for this major.

Additional Information

Students who plan to teach or pursue graduate study should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B- or better. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

Spanish Honors in Linguistics: To qualify for Spanish Honors in Linguistics in the major by thesis, a student must complete linguistic research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. The honors thesis in linguistics may include scientific experiments conducted in Spanish. The written thesis will include several drafts, all of which will be written in Spanish.

Study Abroad: Students are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, Ecuador, Mexico, and Chile.

Senior Honors: Students who have maintained at least a 3.65 overall cumulative grade-point average through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, the student must complete four literature courses at the 400 level (including two in literature before 1800) and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for honors are based on performance, the quality of the thesis or critical essays, and the cumulative GPA.

Minors

For the minor in French, visit the French (p. 603) page.

For the minor in Italian, visit the Italian (p. 773) page.

For the minor in Spanish, visit the Spanish (p. 1044) page.

Courses

French

For French courses, visit the French (p. 603) page of this *Bulletin*.

Italian

For Italian courses, visit the Italian (p. 773) page of this *Bulletin*.

Portuguese

For Portuguese courses, visit the Portuguese (p. 968) page of this *Bulletin*.

Spanish

For Spanish courses, visit the Spanish (p. 1045) page of this *Bulletin*.

Russian Language and Literature

Students who want to achieve a high level of proficiency in the Russian language and study Russian literature can pursue a minor in Russian language and literature. The program offers elementary through third-year language courses and a number of courses on 19th- and 20th-century Russian literature (in translation) on a wide variety of topics. Students are strongly encouraged to study abroad.

Russian language and literature (<https://artsci.wustl.edu/russian-language-and-literature-minor/>) is an independent minor administered by Global Studies. Students undertaking this minor are encouraged to consider a major in Eurasian studies (p. 685) (through Global Studies), comparative literature (p. 456) or history (p. 723), all of which can be pursued with a focus on Russia and the former Soviet Union.

Contact: Mikhail Palatnik
Phone: 314-935-4558
Email: palatnik@wustl.edu
Website: <https://artsci.wustl.edu/russian-language-and-literature-minor>

Faculty

Endowed Professors

Hillel Kieval (<https://history.wustl.edu/people/hillel-j-kieval/>)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
(History; Jewish, Islamic, and Middle Eastern Studies)

James V. Wertsch (<https://anthropology.wustl.edu/people/james-wertsch/>)
David R. Francis Distinguished Professor
PhD, University of Chicago
(Anthropology; Global Studies)

Associate Professor

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)
PhD, University of California, Santa Cruz
(History; Women, Gender, and Sexuality Studies; Global Studies)

Professor of Practice

Steve J. Hirsch (<https://ias.wustl.edu/people/steven-j-hirsch/>)
PhD, George Washington University
(Global Studies)

Senior Lecturers

Mikhail Palatnik (<https://ias.wustl.edu/people/mikhail-palatnik/>)
MA equivalent, University of Chernovtsy
MA, Washington University

Nicole Svobodny (<https://ias.wustl.edu/people/nicole-svobodny/>)
PhD, Columbia University
(Global Studies; Russian Literature)

Professor Emeritus

Max J. Okenfuss
PhD, Harvard University
(History)

Majors

There is no major in Russian language and literature. Students interested in Russian are encouraged to consider a major in Eurasian studies (p. 685), comparative literature (p. 456) or history (p. 723), all of which can be pursued with a focus on Russia and the former Soviet Union.

Minors

The Minor in Russian Language and Literature

Total units required: 20

Prerequisites:

Code	Title	Units
Russ 101D	Elementary Russian I	5
Russ 102D	Elementary Russian II	5

Requirements:

Code	Title	Units
Russ 211D	Intermediate Russian I	4
Russ 212D	Intermediate Russian II	4
Russ 322D	Third-Year Russian I	3
Russ 324D	Third-Year Russian II	3
	One 300- or 400-level course in Russian literature	3
	One elective course: either another Russian literature course or a Russian subject course taught in such departments as history or political science	3
Total Units		20

Regulations:

- Students can earn up to 6 credits from a semester or summer study abroad program, with the approval of the Russian language and literature advisor.
- All advanced units must be unique to the Russian language and literature minor (i.e., not counted toward any other major or minor).
- Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course or courses in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

Additional Information

Study Abroad: The Russian Language and Literature minor program encourages students to study abroad in Russia and other post-Soviet countries. Washington University offers summer, semester, or year-long study in St. Petersburg, Russia, under the auspices of the Council on International Educational Exchange (CIEE (<https://www.ciee.org/>)). Students can also petition for an alternative study abroad program by filling out the Washington University Petition Packet. Students may count up to 6 units from study abroad toward the Russian Language and Literature minor: 3 units for a literature or culture course and 3 units for a language course.

Semester options include both language and area studies programs. Although the summer program is language-focused only, there are programs available for students at any language level, including beginning.

Financial aid may be available for these programs through both Washington University and the CIEE.

Courses

Visit online course listings to view semester offerings for L39 Russ (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L39&crslvl=1:4>).

L39 Russ 101D Elementary Russian I

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 102D Elementary Russian II

Continuation of Russ 101D. This is an interactive multimedia course designed to emphasize spoken language. It includes the very latest video materials geared toward situations in contemporary Russian life, it provides a thorough understanding

of fundamental grammar, and it develops reading and writing skills. Five class hours per week are required, plus an additional hour for conversation, review, and testing. Prerequisite: Russian 101D or equivalent.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 211D Intermediate Russian I

Designed to solidify students' command of Russian grammar and advance conversational, reading and writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 212D Intermediate Russian II

Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 322D Third-Year Russian I

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts and write compositions. Prerequisite: Russ 212D or equivalent.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 324D Third-Year Russian II

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts and write compositions. Prerequisite: Russ 322D or equivalent.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L39 Russ 332 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer

This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L39 Russ 350C The 19th-Century Russian Novel (Writing Intensive)

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Alexander Pushkin's *Eugene Onegin*, Fyodor Dostoevsky's *Crime and Punishment* and Lev Tolstoy's *Anna Karenina*. While we consider a variety of formal

and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a writing-intensive course: workshops are required. All readings are in English translation. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

L39 Russ 3559 Socialist and Secular? A Social History of the Soviet Union

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations and films. Students receive a foundation in Soviet political, social and cultural history with deeper insights into select aspects of life in Soviet society.
Same as L22 History 3559
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L39 Russ 364 Anarchism: History, Theory, and Praxis

This course analyzes the origins, historical trajectories and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention is given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.
Same as L97 GS 364
Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L39 Russ 372 Dostoevsky's Novels

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed and Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L39 Russ 375 Topics in Russian Lit and Culture: (WI)

The words "Russian Literature" might conjure up long, sprawling, "loose and baggy monsters." However, the short story is arguably the most significant genre in the Russian literary tradition. In this course we do close readings of some of the greatest Russian short stories, mostly from the 19th and 20th centuries. Authors might include Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Gippius, Teffi, Tsvetaeva, Platonov, Bunin, Nabokov, and others. Some of the questions we explore: Is a short story (rasskaz) just a shorter

piece of fiction or does it aim to do something very different from a novel? How did the Russians develop—and maybe change—the genre? In what ways are these stories connected to the place and time in which they were written? We will read one or two short stories a week. This is a Writing Intensive course. No knowledge of Russian is required. All readings are in English translation.

Same as L97 GS 3750

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

L39 Russ 3866 Interrogating "Crime and Punishment"

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *Crime and Punishment* has inspired diverse artistic responses around the world. From the 19th century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace — or luck — play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Same as L97 GS 3866

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

L39 Russ 396 Comintern: The Communist International's Global Impact

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and 13 Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.

Same as L97 GS 396

Credit 3 units. A&S IQ: HUM EN: H

L39 Russ 404 Fourth-Year Russian I

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.
Credit 3 units. A&S IQ: LCD, LS

L39 Russ 405 Fourth-Year Russian II

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.
Credit 3 units. A&S IQ: LCD, LS

L39 Russ 4442 The Jewish Experience in Eastern Europe

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.
Same as L22 History 4442
Credit 3 units.

L39 Russ 4869 Reading War and Peace

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's *War and Peace* in its entirety. Set during the Napoleonic wars (1805-1812), *War and Peace* takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for *War and Peace* and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.
Same as L97 GS 4869
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

Sociology

The Department of Sociology strives to understand the origins and reproduction of social inequality, especially as it relates to issues of pressing public concern. Our particular areas of focus include race/ethnicity, gender, the sociology of work and the workplace, immigration, social movements and economic inequality.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research emphasize an understanding of social processes that is well grounded in empirical data related to how societies actually function. We also seek to engage with social policies and social institutions to better understand the world in which we live and to help guide social change.

Re-established in 2015 after a hiatus of more than two decades, the department offers undergraduate major and minor programs with wide-ranging course offerings every semester. The curriculum provides students with research tools to examine critical social issues and to apply their understanding of sociology to activities outside of the university.

Contact: Kaitlyne A. Motl
Phone: 314-935-5790
Email: kaitlyne.motl@wustl.edu
Website: <http://sociology.wustl.edu>

Faculty

Professors

Timothy Bartley (<http://sociology.wustl.edu/people/timothy-bartley/>)

Professor
PhD, University of Arizona

Caitlyn Collins (<http://sociology.wustl.edu/people/caitlyn-collins/>)

Associate Professor
PhD, University of Texas at Austin

David Cunningham (<http://sociology.wustl.edu/people/david-cunningham/>)

Professor
PhD, University of North Carolina at Chapel Hill

Michael Esposito (<https://sociology.wustl.edu/people/michael-esposito/>)

Assistant Professor
PhD, University of Washington

Steven Fazzari (<http://sociology.wustl.edu/people/steven-fazzari/>)

Bert A. and Jeanette L. Lynch Distinguished Professor
PhD, Stanford University

Cynthia Feliciano (<https://sociology.wustl.edu/people/cynthia-feliciano/>)

Professor
PhD, University of California, Los Angeles

Patrick Ishizuka (<https://sociology.wustl.edu/people/patrick-ishizuka/>)

Assistant Professor
PhD, Princeton University

Elizabeth Korver-Glenn (<https://sociology.wustl.edu/people/elizabeth-korver-glenn/>)

Assistant Professor
PhD, Rice University

Hedwig Lee (<https://sociology.wustl.edu/people/hedwig-lee/>)

Visiting Professor
PhD, University of North Carolina at Chapel Hill

Zakiya Luna (<https://sociology.wustl.edu/people/zakiya-t-luna/>)

Associate Professor
PhD, University of Michigan

Margot Moinester

Assistant Professor
PhD, Harvard University

Jake Rosenfeld (<http://sociology.wustl.edu/people/jake-rosenfeld/>)

Professor
PhD, Princeton University

Ariela Schachter (<http://sociology.wustl.edu/people/ariela-schachter/>)

Associate Professor
PhD, Stanford University

Adia Harvey Wingfield (<http://sociology.wustl.edu/people/adia-harvey-wingfield/>)

Mary Tileston Hemenway Professor in Arts & Sciences
PhD, Johns Hopkins University

Kiara Wyndham-Douds (<https://sociology.wustl.edu/people/kiara-wyndham-douds/>)

Assistant Professor
PhD, New York University

Majors

The Major in Sociology

The major in sociology provides students with a rigorous understanding of the ways in which social relations and settings shape individual and group experiences and outcomes, with an emphasis on how various forms of inequality are created and propagated through time. Reflecting the diversity of social settings that motivate sociological inquiry, students will enroll in multiple introductory-level courses. We intend that these first courses will help students develop a sociological lens through

which they can better understand the baseline determinants of inequality, social order and change. Because the discipline draws on diverse theoretical and methodological tools to engage with these core issues, required course work ensures that students develop expertise in classical and contemporary theoretical concepts as well as both quantitative and qualitative research methods. Upper-level seminars provide majors and minors with opportunities to apply these substantive, theoretical, and methodological perspectives to a focused and deep study of specific sociological topics. The major additionally features a capstone experience, which enables students to deploy sociological tools to undertake original work connected with a research project, internship or honors thesis.

The sections that follow provide a detailed overview of the sociology major, with an emphasis on providing answers to many of the questions likely to arise at each stage as well as serving as a guide to related opportunities available to our majors and minors.

Requirements:

The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. (Courses taken on a pass/fail basis do not satisfy requirements.)

- a. **Introductory requirement** (6 credits total): Any two 200-level sociology courses (Students may substitute an upper-level sociology course for one of their two introductory courses with the written approval of their major advisor.)
- b. **Theory requirement** (3 credits): SOC 3001 Social Theory or SOC 3002 Black Feminist Thought
- c. **Methods requirement** (6 credits): SOC 3030 Introduction to Research Methods **and** SOC 3050 Statistics for Sociology Because SOC 3050 draws on specific sociological applications of statistical analyses, we strongly encourage students to enroll in our department's Statistics for Sociology course. However, with the written approval of their major advisor, students may substitute Math 2200, Math 3200, or a disciplinary statistics course from another social science for SOC 3050. Majors who receive approval to fulfill this requirement with a course from another department or university are required to take an additional upper-level sociology course in lieu of SOC 3050.
- d. **Upper-level sociology electives** (15 credits): Any five 300- or 400-level seminar courses. An independent learning course (i.e., independent research or an internship) can fulfill one of these five elective course requirements.
- e. **Capstone:** Majors will choose to complete any one of the following options:
 - i. *Capstone paper tied to an upper-level course* (at least 1 credit): Students electing this option may align the research paper with any upper-level sociology course taken during or prior to the semester in which they

undertake this accompanying capstone paper. Capstone research papers typically are 10 to 15 pages in length and represent some application of course content to a related topic developed by the student in consultation with the instructor. Students interested in this option should register for the section of SOC 4900 Capstone Paper for Sociology Majors assigned to the relevant instructor, who will then do the following: (1) approve the capstone paper topic at the outset of the semester; (2) be available for consultation at all stages of the project; (3) assign a final grade for this 1-credit course; and (4) upon completion of the paper, certify the final product as fulfilling the capstone requirement. Students should schedule a meeting with the relevant instructor prior to or at the start of the semester (i.e., well before the add/drop period) to obtain the required approval for enrollment in SOC 4900 and to discuss the paper.

- ii. *Internship* (at least 2 credits): Students electing to complete a field internship are able, in consultation with their internship advisor, to identify and select a position with an organization of their choosing. For help identifying options in St. Louis, we recommend that students reference the Gephardt Center's internship opportunities listings (<https://gephardt.institute.wustl.edu/for-students/>) as well as the Career Center's CAREERlink database (<https://careercenter.wustl.edu/tools/careerlink/Pages/Students.aspx>). Over time, our department website will also provide resources for connecting with local organizations in need of student interns with a background in sociology. Capstone internships are intended to integrate and apply the knowledge gained in the classroom to community and organizational settings. As such, students are required to identify a faculty advisor of their choosing to approve and oversee the experience in consultation with the on-site internship manager. (Note that the internship advisor need not be the same as the student's major advisor.) To receive credit for the internship, students should first obtain approval for the proposed experience in advance of the internship start date from their selected faculty advisor, who will then provide the required permission to enroll in the advisor's assigned section of SOC 4910 Internship in Sociology. Students must complete and file an Internship Learning Agreement (PDF) (http://bulletin.wustl.edu/undergrad/artsci/sociology/Learning_Agreement_Form_SOC_FL2019_.pdf) with the department no later than two weeks after the first day of the internship. The university stipulates 45 hours of work for each academic credit earned, so students will need to complete at least 90 internship hours — along with a series of reflective assignments arranged in consultation

with their advisor — to fulfill the capstone requirement. Although only 2 credit units are required, students can register for up to 3 credit units, which would require a minimum of 135 internship hours to be completed.

- iii. *Honors thesis* (6 credits): The sociology honors thesis program is a two-semester sequence that students complete during their final year of study. In the fall, students will enroll in the honors thesis seminar, which will aid them in developing their research questions and their thesis proposals. In the spring, students will undertake independent research under faculty mentor supervision through an independent study-style course. Honors students must successfully defend their thesis in front of a faculty committee, and they will be expected to share their work by participating in department- and university-level research forums. Students who choose the thesis capstone option can apply 3 of their thesis credits toward their major elective requirement (part d in the list above). This means that, in addition to their thesis project, they would need to complete four (rather than five) additional 300- or 400-level seminar courses. Students must complete both fall and spring offerings of the honors sequence to receive this dual credit. *To be eligible for Latin honors in sociology, students must complete an honors thesis.* For more information about honors work in the department, please visit our Undergraduate FAQ & Policies page (<https://sociology.wustl.edu/undergraduate-faq-policies/>).
- iv. *InVisible St. Louis* (3 credits): This course collaboration between the Sam Fox School of Design & Visual Arts and the Department of Sociology provides a unique, hands-on opportunity to fulfill the capstone requirement in a formal classroom experience. As the class collectively works with St. Louis community partners to further their missions through student projects, those who enroll will learn about inequalities of power and place within the city and region. *Although first-year and sophomore students may enroll in this course, only juniors and seniors will earn capstone credit for their work.*

Minors

The Minor in Sociology

Requirements:

- Introductory requirement** (3 credits total): One 100- or 200-level sociology course
- Theory requirement** (3 credits): Either SOC 3001 Social Theory (offered every year) **or** SOC 3002 Black Feminist Thought

- c. **Methods requirement** (3 credits): Either SOC 3030 Introduction to Research Methods or SOC 3050 Statistics for Sociology
- d. **Additional upper-level sociology electives** (6 credits): Any two 300- or 400- level courses

Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill minor requirements.

Courses

Visit online course listings to view semester offerings for L40 SOC (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L40&crslvl=1.4>).

L40 SOC 106 Social Problems and Social Issues

This course explores and analyzes contemporary American social problems and social issues using sociological tools. The sociological perspective provides the overarching framework for analyses of social issues, along with the application of sociological theory and research. Topics include aging, alcoholism, drug abuse, crime, violence, poverty, discrimination, health care, family, globalization, and environmental degradation. This course will be valuable to students pursuing graduate work and careers in sociology, medicine and health care, and social services. The content is also useful for MCAT, LSAT, and GRE preparations. No prerequisites.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 144 First-Year Seminar: Monumental Anti-Racism

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced. Same as L90 AFAS 144

Credit 3 units. A&S: FYS A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

L40 SOC 2010 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.

An overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive?

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2020 Order and Change in Society

This course identifies and analyzes processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that people can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics include: the emergence of social roles and status systems; how social networks matter in communities, schools, and other groups; and the performance, reproduction, and subversion of privilege and inequality.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2030 Social Movements

Social movements are collective efforts to produce political, economic, and/or cultural change. This course draws on a range of historical and contemporary case studies to analyze such collective actions by interrogating distinctive aspects of movements and their associated campaigns. Key questions include: when and where do movements occur, who participates and why, how do protest strategies and tactics develop, how do police and other movement targets react to challenges to the status quo, and how can we assess the direct and indirect impacts of contention?

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2110 Social Inequality in America

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2510 Sociological Approaches to American Health Care

A sociological exploration of how health, illness, and health care delivery in the United States are influenced by the social structure in which they are embedded. With the backdrop of the ongoing crisis of health care in the United States and the controversy surrounding the Affordable Care Act, we focus on the intersections of diversity factors including such as race, social class, gender, and sexuality that predict risks in navigating the health care system. Professionals representing a variety of health-oriented settings who serve the needs of a diverse constituency will share their perspectives.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2511 Juvenile Justice in the Black Experience

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2520 Inequality By Design: Understanding Racial/Ethnic Health Disparities

This course critically examines health status and health care disparities among racial/ethnic minority groups in the United States. The course will utilize sociological, demographic, epidemiological, and psychological concepts to introduce students to racial/ethnic health disparities research. Students will be exposed to the descriptive demography and epidemiology of health indicators across population groups, as well as to the theories used to understand and explain racial/ethnic health disparities. In particular, the course will examine the ways in which multiple forms of interpersonal and institutional discrimination, neighborhood and community factors, and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes across racial/ethnic groups. Concepts such as acculturation, patient preferences, provider congruence and cultural competence will also be explored in this course. Finally, students will be challenged to use the theories and frameworks introduced in this course to develop and present policy approaches to address racial/ethnic disparities in health and health care in the United States.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2530 Punishment and Inequality

This course examines the institutions and policies that shape punishment in the United States, with a particular focus on mass incarceration. The U.S. incarceration rate has more than quadrupled since the early 1970s. In this course, students examine how the United States became the world's leader in incarceration and how racial and class disparities in imprisonment became so large. The course next investigates the consequences of incarceration, both in terms of its high rates and intense social concentration. The course concludes by assessing recent attempts to reform the criminal justice system.

Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L40 SOC 2580 Families and Social Inequality

Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America

This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometowns in Mexico; fourth-generation Chinese Americans who are still asked, "Where are you from?"; and West Indian immigrants forced to confront a U.S. racial order where they are defined by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post-9/11 America and the challenges of becoming a young adult when one learns that they lack any legal status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. Open to first-year students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC BU: BA, IS EN: S

L40 SOC 2910 Alternative Facts: An Introduction to the Social Construction of Reality

This course acts as an introduction to the concept of social construction: the idea that an "objective" reality is shaped by one's social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and

objectivity (e.g., "alternative facts" and "fake news"), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as "truth," and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions through a sociological lens. Students will use foundational sociological theories to learn how to recognize the existence of multiple realities, and they will consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. Students will also evaluate the ways that cutting-edge technological innovations and academic research can -- or cannot -- help people distinguish facts from "alternative facts." Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3001 Social Theory

An overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. All Sociology majors and minors must complete this core course to fulfill degree requirements.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3002 Black Feminist Thought

What makes Black feminist theory unique? Whose theorizing is considered "theory" worthy of canonizing? What are the different strands of Black feminist thought? What has Black feminist thought contributed to academic and popular culture? Through engaging with primary text and producing your own text, students in this seminar will develop answers to these questions through exploration of (contemporary) Black feminist thought. Credit 3 units. A&S IQ: SSC, SC

L40 SOC 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS

L40 SOC 301B Individual and Community

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required.

Same as L98 AMCS 301B

Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

L40 SOC 3030 Introduction to Research Methods

An overview of research methods commonly used to investigate sociological phenomena, including experiments, surveys, ethnographic field research, and analysis of existing data. The course explores general issues in sociological research, such as research design, conceptualization and measurement, reliability, validity, sampling, and ethical conduct. Students will also review applications of research methods in specific sociological studies and analyze how research results are communicated. This is a core course within the Sociology program and is required of all Sociology majors; Sociology minors are encouraged to take this course to fulfill their Methods requirement within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3050 Statistics for Sociology

An introduction to descriptive and inferential statistical techniques used in sociological research. Topics addressed include: probability distributions, data presentation and visualization, confidence intervals, hypothesis testing, and linear regression. Students will learn to design and evaluate statistical analysis drawn from sociological research and other social science data sources, such as polling and economic data. Students will use statistical software to complete lab assignments. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L40 SOC 3212 The Social Construction of Race

An examination of race, ethnicity, and racism from a sociological perspective to understand race as a socially-constructed phenomenon manifested in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation, and work. Students will learn to apply sociological analysis to understand current race-related events. This course has no specific prerequisites, but the completion of an introductory sociology course is recommended prior to enrollment.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 329 SOCIOLOGY OF RELIGION

Credit 3 units. A&S IQ: SSC, SC

L40 SOC 3310 The New Inequality

An exploration of recent trends of economic inequality in the United States that have reached levels not seen since before the Great Depression. Students will examine factors that account for the decades-long increase in economic disparities, paying particular attention to patterns in educational attainment, political developments, and the role of technological change. Students will also compare recent movements in economic inequality and macroeconomic performance in the U.S. to other advanced industrialized nations. This course has no specific prerequisites but successful completion of an introductory Sociology course is recommended prior to enrollment.

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3320 Getting Paid: A Sociological Investigation of Wages and Salaries

A Burger King worker in the United States today performs the same duties and requires the same skills as a Burger King worker in Denmark. However, the worker in Denmark earns two-and-a-half times as much money. Why? A full-time construction worker in the United States today earns \$10,000 less per year (adjusted for inflation) than a worker with the same job in 1973. Construction work cannot be shipped overseas, so why the decline? What determines one's pay? Are people paid fairly? How might one know? This course seeks to answer these questions. Students will draw on a range of comparative, historical, and contemporary case studies to explore changes in the ways in which American workers get paid. Key areas of focus include: employer strategies to prevent workers from realizing their market value, the role Wall St. plays in influencing pay, and ongoing efforts to measure and reward individual productivity. The ultimate goal of the course is to upend students' taken-for-granted assumptions about pay-setting, and to provide students with a richer and more complex understanding of the contemporary world of wage and salary determination.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L40 SOC 3350 Poverty and the New American City

This course is an exploration of the structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and considers their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3410 Gender in Society

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 351 Topics in Sociology

This is an intermediate- to advanced-level seminar focused on various topics and subject areas within -- and adjacent to -- the field of sociology. The themes and content of the course will vary by offering and instructor. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Credit 3 units.

L40 SOC 352 Topics in Sociology: Growing Up Poor Across America — An Application of Sociological Reasoning to Data

This is an advanced seminar on poverty in America, with a special focus on applying and analyzing data pertaining to its study. The American Dream is built around the idea that anyone, regardless of their origins, can have a fair start in life. However, recent research shows that the promise of the American Dream is uneven across the nation. Poor children growing up in San Jose, Calif., are three times more likely to escape poverty than those in Charlotte, N. Car. What might be driving these geographic differences in opportunities for low-income youth? This course will investigate the factors that may influence these differences by working with engaging real-world data. Students will explore cutting-edge research on poverty and mobility in America to develop their own research questions. Students will also develop the computational and statistical skills to put their ideas into practice by learning to analyze data and construct data representations that communicate their findings effectively. The ultimate goal of this course is to learn to connect sociological reasoning and an understanding of poverty and inequality with data analysis. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Completion of or concurrent enrollment in SOC 3030 and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged.

Credit 3 units. BU: BA

L40 SOC 3550 Sociology of Work

This course is an overview of the sociological understandings of work and, in particular, how work reduces or replicates inequality. It will cover classic and contemporary sociological theories of work; how work in the United States has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded throughout the course is the exploration racial, gender, and class barriers to inclusion and advancement at

work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3660 Social Conflict

This course is a comparative and historical examination of conflict between social groups, including groups defined by race, ethnicity, and class. Course readings will combine classical and contemporary perspectives on collective conflict with in-depth analyses of historical and contemporary episodes. The course will discuss the various ways in which conflicts can manifest, including the formation and hardening of divisive attitudes; discriminatory lawmaking and criminal justice practices; riots and collective violence; residential segregation; and sustained social movement activity. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3710 Sociology of Immigration

This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies — at the national, state, and local level — shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3810 Film and the City

What makes a city a city? Is there something unique about urban life, in comparison to the way life is lived in rural areas and small towns? Only recently has over half of the world's population started to live in urban centers. What issues, if any, might have arisen from this development? In this course, students will think about and explore how sociology and related disciplines have approached the study of cities. Students will read classic and contemporary theorists on urban life and consider how cities shape the human experience. Then, they will apply what they learn to consider the city as portrayed in film. Movies will become the lab where students grapple with the good, the bad, the ugly, and also the beauty of cities.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA

L40 SOC 3910 Economic Realities of the American Dream

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3920 Philanthropy Lab

This course is designed to give students a theoretical and practical understanding of contemporary philanthropic efforts. First, the course will lay out the sociological and historical roots of philanthropy in the United States, including where philanthropic funds come from, how they are used, and the inherent tension between capitalism and philanthropy. The role of government in funding non-profits and new philanthropic tools, such as donor-advised funds, will also be reviewed. The course will also look at philanthropy's role in addressing social issues, including new approaches that go beyond simply giving money — such as the growing interest in and need for advocacy among institutional givers. Attendance on the first day is required for secured enrollment in the course.

Credit 3 units. A&S IQ: SSC BU: BA, HUM EN: S

L40 SOC 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L40 SOC 4110 Applied Sociological Research

This course is an advanced seminar that aims to connect sociological reasoning with practical data analysis. Course instructors will select current issues in contemporary sociology and identify relevant data that students will use to explore a range of related research questions. The course develops computational and statistical skills in order to put sociological ideas into practice by learning to analyze and evaluate data, in addition to presenting study results in ways that communicate one's research findings effectively. Topics and subject areas covered will vary by offering and instructor. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor. Completion of — or concurrent enrollment in — Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L40 SOC 4210 Land of Dollars: Race, Money, and the Politics of Equity

This course will explore how racialized meanings and structures shape the circulation and accumulation of money throughout the market economy.

Credit 3 units. A&S IQ: SSC, SC BU: BA

L40 SOC 423 Political Sociology

In this course we will be discussing politics, the way that people interact with politics, and the way that politics shape our lives. Why do individuals participate in politics (e.g., vote) or become engaged in their communities (e.g., join a voluntary association, protest, etc.)? What role do our social connections play in political and civic engagement? What does political competition in the US look like today? What accounts for increasing political partisanship in the United States? Who has access to political institutions? How amenable is our political system to change? Who has the power to impact policy and institutions? How do shifts in political participation, civic engagement, and partisanship all shape policymaking? How does policy shape participation? In this class we will engage with these questions through course discussion, group work, class data collection and analysis, and more.

Credit 3 units. A&S IQ: SSC EN: S

L40 SOC 4260 Memory for the Future

The year-long Studioblab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioblab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioblab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For

History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L40 SOC 4289 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci.

Same as L12 Educ 4289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 4410 Borders and Boundaries of Belonging: Citizens, Immigrants, Refugees

This course examines ideas, policies, and practices around migration and inclusion in global comparison. We will focus heavily on key issues for inclusion, including access to the labor market, housing, education, language policy, and political rights. Throughout the course, we examine the role of INGOS, states, and municipal organizations in resettlement and inclusion. Students will have the chance to develop a project focused on a case of their choosing and hone writing skills for applied research settings.

Same as L97 GS 4410

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L40 SOC 450A Interdisciplinary Topics in the Humanities: Freedom | Information | Acts

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L40 SOC 450B Interdisciplinary Topics in the Humanities:

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM

L40 SOC 451 Topics in Sociology: Politics and Polarization

Democracies are strengthened by diversity of participation. However, some events can create, further, and expose deep differences in trust about the legitimacy of political and social institutions. What binds people together, and what fosters trust in sociopolitical institutions after ruptures? In addition to theory, students will also gain skills in communicating research to broader audiences.

Credit 3 units. BU: BA

L40 SOC 4510 Race, Ethnicity, and Migration

This course will explore theoretical and empirical analyses of race, ethnicity and migration through a sociological lens, focusing on children of immigrants and later-generation descendants of migrants in the United States. Students will compare the experiences and outcomes of various racial and ethnic "groups," including whites/Europeans, Blacks/African-Americans, Latinos/Hispanics, and Asians, investigating how migration processes and patterns shape racial/ethnic group formations and inequalities. Examples of specific topics related to these issues include: assimilation; ethnic and racial identities; multiraciality; language; legality; intergroup relations; and education. This course will be taught in a seminar style where student engagement within class discussions is required and one's participation is central to the learning process.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L40 SOC 4511 Sick Society: Social Determinants of Health and Health Disparities in the United States

Improving the health of the U.S. population and reducing disparities in health are national priorities. To reach these goals, much research has sought to determine the factors that influence health status beyond health care quality and access. This course explores the broad area of study termed the "social determinants of health" while placing special emphasis on the exploration of health disparities in the United States. The course will examine the social conditions that relate to the health of populations, paying particular attention to how patterns of health vary by social class, race/ethnicity, and gender. The course will also consider mechanisms that produce and maintain these differences. In addition to sociology, students will draw upon the work of multiple disciplines, including public health, demography, anthropology, public policy, economics, and medicine to understand what makes our populations sick and what might make them better. The class will be taught through an active learning approach, with class discussions, small group work, presentations, and critical writing assignments being central to the learning process. Student participation through reading and discussions is essential for both the success of the class and individual student learning.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA

L40 SOC 4515 Migration and Health

This course explores the complex relationship between migration and health. Topics include the immigrant health paradox; social determinants of health; access to health care; cultural competence in health care; and immigration enforcement and health. This seminar will be taught as an upper-level course intended for advanced sociology majors, advanced sociology minors, and graduate students. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC BU: BA

L40 SOC 4601 Historical Racial Violence: Legacies & Reckonings

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates,

white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 4610 Seminar in Selected Topics in Learning & Memory: Collective Memory

This course provides an overview and analysis of phenomena of people remembering as part of a group - one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Biden supporters on events in the United States). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory. Prerequisites: Psych 100B and either Psych 221, Psych 360, or Psych 380, or permission of the instructor.

Same as L33 Psych 461

Credit 3 units. BU: BA

L40 SOC 470 Interdisciplinary Topics: Modeling Cultural Systems

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences. Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L40 SOC 4720 Race, Reproduction, and Justice

Reproduction is biological, economic, political, and social. Of course, individuals reproduce, but when, how, why, and with whom we do (or do not) is also a matter of public policy and social concern. Drawing on readings from sociology, law and other fields we engage continually with these key questions: Why is reproduction an important site through which to understand sociology? How do statuses such as race, class, gender, sexuality, and ability influence people's reproductive possibilities? How have communities supported or resisted efforts at reproductive control? Why is reproductive justice central to these answers? We review theoretical pieces, empirical research, media and more to explore the answers. This course primarily focuses on the US but will expose students to global reproductive concerns. Class sessions include lecture, in-class discussion and online discussion, media analysis and other activities. This upper-level seminar presumes an understanding of the basic concepts in sociology such as sociological imagination and social construction.

Credit 3 units. A&S IQ: SSC, SC

L40 SOC 4810 Global Structures and Problems

This course examines social problems around the world and their relationship to globalization — that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems — such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality — and these issues' links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: BA, IS EN: S

L40 SOC 4900 Capstone Paper for Sociology Majors

This course requires students to carry out an independent research and writing project pertaining to the material covered within the student's choice of an associated 300- or 400-level class that they have successfully completed prior to this Capstone course — or such a course in which the student is currently enrolled. Student work will be supervised and evaluated by the faculty member who instructed or is instructing the course on which this paper is written. Registration may be concurrent with the associated course or after the course is completed. Successful completion of this paper satisfies the capstone requirement for the Sociology major. Students will normally enroll in the minimum one credit required to fulfill the capstone requirement, but students may register for up to three credits with the approval of their faculty supervisor. This course is open to Sociology majors only. Students should obtain faculty approval for their sponsorship and proposed paper topic well in advance of course registration. Students will register for the section assigned to their respective faculty supervisor. Prerequisite: approval of faculty supervisor and upper-level class standing at the time of enrollment.

Credit variable, maximum 3 units.

L40 SOC 4901 Sociology Honors Thesis

The Honors Thesis program is a two-semester sequence of coursework that aids students in developing, designing, executing, and producing original research within the field of sociology. Successful completion of this sequence and the thesis product is required for a student to be eligible for Latin Honors in Sociology. In the fall term, students will participate in a seminar-style course centered upon research design and obtaining needed approvals for carrying out their proposed project. In the spring term, students will be supervised by faculty mentors in an independent study as they carry out their research, analyze their findings, construct the thesis document, and defend their work in a formal defense. Students may be required to share their work in additional venues, such as departmental symposiums or institution-wide undergraduate research events. Successful completion of both terms of coursework and completion of a defensible thesis paper satisfies the capstone requirement for the sociology major. Additionally, students may count three of the six-credit sequence's hours toward the major's upper-level requirements. Open to sociology majors only. Students who are interested in the thesis program should contact the department's Director of Undergraduate Studies and/or the Academic Coordinator — as well as their planned faculty mentor(s) — prior to their planned enrollment. Prerequisite: consent of instructor and faculty mentor(s).

Credit 3 units. A&S IQ: SSC EN: S

L40 SOC 4910 Internship in Sociology

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of sociological material. To fulfill the major's capstone requirement, students must enroll in no less than 2 credit units and complete at least 90 approved hours at their internship site, in addition to constructing an academic product to be submitted to and evaluated by their faculty advisor. Specific academic and work requirements will be set by the faculty supervisor in consultation with the student's supervisor at the organization where the internship work is completed. Students must complete and submit an Internship Learning Agreement prior to their course enrollment and no less than two weeks after beginning at their internship site. This course is open to sociology majors and minors only. Student should register for the section assigned to their faculty supervisor. Prerequisites: The completion and submission of the department's Internship Learning Agreement and the approval of faculty and internship site supervisors.

Credit variable, maximum 3 units.

L40 SOC 4920 Teaching Practicum in Sociology

Students may receive up to 3 units of credit for work assisting in course instruction, tutoring, and preparation of course materials under the supervision of a faculty member. This course may fulfill sociology major requirements with the permission of one's advisor and/or the Director of Undergraduate Studies. Students may enroll in this course multiple times, but may only receive program credit once. Register for the section assigned to the faculty supervisor. Open only to students who have been approved and assigned to work as a departmental course assistant. Please contact the department's Academic Coordinator for additional details.

Credit variable, maximum 3 units.

L40 SOC 4930 InVisible St. Louis: People, Place, and Power in the Divided City

This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual — that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students' classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.

Same as 150 INTER D 4930

Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L40 SOC 4950 Research in Sociology

Students will conduct independent research on a sociological topic as directed by a faculty member within the Department of Sociology. The student and the supervising professor will agree in writing on the course goals, requirements, readings, assignments, meeting schedule, and evaluation criteria. The written agreement must be submitted to the department's academic coordinator and approved by the director of undergraduate studies before registration will be authorized. Students may take the course for up to 3 credit units, and, with the approval of the supervising faculty member, the course may be repeated. However, this course may be taken for program credit no more than twice (for a maximum of 6 credit units), depending on the student's status as a major or minor. Credit variable, maximum 3 units.

Spanish

Speaking Spanish is the key to unlocking the cultures, traditions and experiences of 20 different countries throughout the world. From the medieval knights and Don Quixote to the modern novels by prize-winning authors and the world of film, the Spanish faculty of the Department of Romance Languages and Literatures guides Spanish students into the unexpected territories of Europe and Latin America, which are as rich geographically as they are culturally. Students who major and minor in Spanish graduate with top-notch communication skills. Our students speak Spanish and they speak culture, both of which are valuable professional skills today. The exponential growth of the Spanish-speaking population in the United States, the constant presence of Latin America at the top of America's political and business agenda, and the continued lure of Spain as a gateway to Europe and parts of Africa make speaking Spanish and the ability to interpret the cultures of Spanish-speaking countries two of the most profitable and enjoyable skills that one can acquire.

Study abroad opportunities complement our courses in St. Louis, and these include summer programs in Peru and Spain and semester programs in Chile and Spain. In addition, our Spanish program is linked to volunteer opportunities with the Latino community in St. Louis. For more information about the Spanish major and minor (<https://rll.wustl.edu/spanish/>), visit our website.

Contact: Jody Doran
Phone: 314-935-5175
Email: jdoran@wustl.edu
Website: <http://rll.wustl.edu>

Faculty

Chair

Julie E. Singer (<https://rll.wustl.edu/people/julie-singer/>)
PhD, Duke University

Endowed Professors

Mabel Moraña (<https://rll.wustl.edu/people/mabel-morana/>)
William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program
PhD, University of Minnesota

Ignacio Sánchez-Prado (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)
Jarvis Thurston and Mona Van Duyn Professor in Humanities in Arts & Sciences
PhD, University of Pittsburgh

Elzbieta Sklodowska (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)
Randolph Family Professor in Arts & Sciences
PhD, Washington University

Professors

William Acree (<https://rll.wustl.edu/people/william-acree/>)
PhD, University of North Carolina at Chapel Hill

Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>)
PhD, University of Illinois at Urbana-Champaign

Tili Boon Cuillé (<https://rll.wustl.edu/people/tili-boon-cuille/>)
PhD, University of Pennsylvania

J. Andrew Brown (<https://rll.wustl.edu/people/j-andrew-brown/>)
PhD, University of Virginia

Pascal Ifri (<https://rll.wustl.edu/people/pascal-ifri/>)
PhD, Brown University

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)
PhD, New York University

Tabea Linhard (<https://rll.wustl.edu/people/tabea-alexand-linhard/>)
PhD, Duke University

Rebecca Messbarger (<https://rll.wustl.edu/people/rebecca-messbarger/>)
PhD, University of Chicago

Michael Sherberg (<https://rll.wustl.edu/people/michael-sherberg/>)
PhD, University of California, Los Angeles

Harriet A. Stone (<https://rll.wustl.edu/people/harriet-stone/>)
PhD, Brown University

Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)
PhD, Cornell University

Associate Professors

Javier García-Liendo (<https://rll.wustl.edu/people/javier-garcia-liendo/>)
PhD, Princeton University

Seth Graebner (<https://rll.wustl.edu/people/seth-graebner/>)
PhD, Harvard University

Ignacio Infante (<https://rll.wustl.edu/people/ignacio-infante/>)
PhD, Rutgers University

Eloísa Palafox (<https://rll.wustl.edu/people/eloisa-palafox/>)
PhD, Michigan State University

Assistant Professor

Miguel Valerio (<https://rll.wustl.edu/people/miguel-valerio/>)
PhD, Ohio State University

Teaching Professors

Elizabeth Allen (<https://rll.wustl.edu/people/elizabeth-allen/>)
PhD, Columbia University

Amanda Carey (<https://rll.wustl.edu/people/amanda-carey/>)
MA, Arizona State University

Lionel Cuillé
PhD, Ecole Normale Supérieure Lettres et Sciences Humaines,
Lyon

Iva Youkilis (<https://rll.wustl.edu/people/iva-youkilis/>)
MA, University of Virginia

Senior Lecturers

Marisa Barragán-Peugnet (<https://rll.wustl.edu/people/marisa-barragan-peugnet/>)
MA, Saint Louis University

Virginia Braxs (<https://rll.wustl.edu/people/virginia-braxs/>)
MA, Washington University

Heidi Chambers (<https://rll.wustl.edu/people/heidi-chambers/>)
MA, Washington University

Erika Conti (<https://rll.wustl.edu/people/erika-conti/>)
PhD, Washington University

Rebeca Cunill
PhD, Florida International University

Jody Doran (<https://rll.wustl.edu/people/jody-doran/>)
MA, Washington University

Rebeca Fromm Ayoroa (<https://rll.wustl.edu/people/rebeca-fromm-ayoroa/>)
ABD, Princeton University

Vincent Jouane (<https://rll.wustl.edu/people/vincent-jouane/>)
PhD, Washington University

Nancy Kay Schnurr (<https://rll.wustl.edu/people/nancy-schnurr/>)
MA, Middlebury College

Lecturers

Mark Dowell (<https://rll.wustl.edu/people/mark-dowell/>)
MA, University of North Carolina at Chapel Hill

Silvia Ledesma Ortiz (<https://rll.wustl.edu/people/silvia-ledesma-ortiz/>)
MA, Saint Louis University

Steve Levillain (<https://rll.wustl.edu/people/st%C3%A8ve-levillain/>)
PhD, University of Iowa

Erik Nesse (<https://rll.wustl.edu/people/erik-nesse/>)
PhD, University of Colorado

Eliza Williamson (<https://lasprogram.wustl.edu/people/eliza-williamson/>)
PhD, Rice University

Professors Emeriti

Nina Cox Davis (<https://rll.wustl.edu/people/nina-cox-davis/>)
PhD, John Hopkins University

Elyane Dezon-Jones
Doctorat de 3e Cycle, University of Paris

John F. Garganigo (<https://rll.wustl.edu/people/john-garganigo/>)
PhD, University of Illinois

Stamos Metzidakis (<https://rll.wustl.edu/people/stamos-metzidakis/>)
PhD, Columbia University

Michel Rybalka
PhD, University of California, Los Angeles

Joseph Schraibman (<https://rll.wustl.edu/people/joseph-schraibman/>)
PhD, University of Illinois at Urbana-Champaign

Colette H. Winn (<https://rll.wustl.edu/people/colette-winn/>)
PhD, University of Missouri-Columbia

Majors

The Major in Spanish

Total units required: 30

The Spanish major requires a minimum of 30 units at the 300 level or above, 24 units of which must be taken in residence. Study within Washington University's own study abroad programs in Spain or Chile is considered "in residence."

Required Courses

The following courses must be included in the 30 units:

Cultures and Communications in the Spanish-Speaking World

- Span 302 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the director of undergraduate studies and enroll in Span 3021 Language and Culture for Heritage Speakers of Spanish.)
- Span 303 Cultures and Communication in the Spanish-Speaking World II

For students in the older sequence, Span 307D is equivalent to Span 302, and Span 308E is equivalent to Span 303. Students who completed Span 307D but not Span 308E must take Span 303. Students who completed Span 308E must proceed to the "Debating Cultures" courses.

Span 303 is a prerequisite for any other 300-level literature course in Spanish.

Two "Debating Cultures" Courses (6 units)

- Courses designated as Spanish 32xx
- Study abroad options*:

Code	Title	Units
Span 354	A View from the Southern Cone: Perspectives on Art, Literature and Culture	3
Span 3341	Literatura Espanola	3
Span 3361	Spanish-American Literature II in Chile/Spain	3
Span 350	Topics in Spanish Literature	3

* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

Two "Researching Cultures" Courses (6 units)

- Courses designated as Spanish 36xx
- Study abroad options*:

Code	Title	Units
Span 3181	Spanish Culture and Civilization	3
Span 311	Hispanic Culture and Civilization I	3
Span 313	Chilean Contemporary Culture	3

* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

Two 400-Level Seminars (6 units)

Code	Title	Units
Span 405W	Major Seminar	3
Span 410	Major Seminar	3

- Other 400-level literature and/or culture courses taught in Spanish
- One of the following linguistics seminars may be substituted for one of the two 400-level literature seminars:

Code	Title	Units
Span 411	Advanced Grammar and Syntax	3
Span 417	Spanish Phonetics, Phonology and Dialectology	3

- Prerequisites for 400-level courses include the completion of at least two of the following courses: Span 341, Span 342, Span 343, Span 370, and Span 380; or the completion of at least one "Researching Cultures" class.
- Study abroad:
 - One 400-level seminar taken on campus
 - An approved 400-level course from the Madrid or Chile program (refer to the study abroad guidelines (<https://rl.wustl.edu/study-abroad-opportunities/>) on the Romance Languages and Literatures website)

Two Elective Courses (6 units)

Code	Title	Units
Span 202	Intermediate Spanish II	3
Span 324	Conversation in Cinema (Span 324 is the only University College course that can count as elective credit for the major and minor)	3
Span 331	Hispanic Art/Arte Hispano	3
Span 351	Business Spanish	3
Span 353	Medical Spanish	3
Any other advanced 300- or 400-level Spanish (L38) class taught by a Romance Languages and Literatures faculty member		

- Only one elective course taught in English may be taken, when available, for the major.
- Study abroad:
 - Span 322 Advanced Conversation in Spain
 - Elective credit from semester programs in Santiago or Madrid
 - Elective credit from Petitioned, Organization for Tropical Studies, School for International Training, or Comparative Literature programs (refer to the study abroad guidelines (<https://rl.wustl.edu/study-abroad-opportunities/>) on the Romance Languages and Literatures website)

- Elective credit from the Latin American Studies summer program in Peru (either "Governance, Ethnicity, and Development in the Andean Region" or "Public Health, Healing, and Traditional Medicine in the Andean Region")
- Spanish courses completed (and approved) from study abroad programs other than those offered at Washington University may be used for Spanish elective credit only.
- All study abroad credit requires authorization from the director of undergraduate studies.

Other Requirements

To declare the Spanish major, a student must first file an "Intent to Major" form on WebStac. The student must then request an appointment with the director of undergraduate studies in Spanish for review and approval of their major program.

- Major requirements have been revised as of 2021. Students in the graduating class of 2024 or earlier may follow the previous requirements listed at the end of this section or opt to follow the new requirements.
- Under the new requirements, to major in Spanish, students must take a minimum of 30 units, starting with Spanish 202; 24 of these units must be taken in residence at Washington University, with Washington University's study abroad programs in Spain or Chile being considered "in residence."
- Under the old requirements, to major in Spanish, students must take a minimum of 30 units (double majors: 27 units) at the 300 level or above, 21 units of which must be taken in residence. Study in Washington University's study abroad programs in Spain or Chile is considered "in residence."
- Students must complete all courses with grades of B- or above and maintain a B average or better overall in Spanish. Courses taken credit/no credit (pass/fail) do not count toward the Spanish major.
- Transfer students with an advanced level of Spanish and native/heritage speakers need to be certified by the director of undergraduate studies prior to declaring the major.

Recommended for prospective teachers:

1. A second language
2. Span 466, Span 467, Span 469, Span 413, Span 417 and Span 411
3. A semester or year in Spain or Chile

Recommended for prospective graduate students:

1. A second language related to the student's area of interest
2. Advanced work in other literatures, literary criticism and theory, and related course work in other literature or film programs
3. A year in Spain or Chile

4. Senior honors by thesis or course work (refer to the honors requirements (<https://rl.wustl.edu/degree-details-and-requirements/>) on the Romance Languages and Literatures website). Students who have maintained a minimum cumulative grade-point average of at least of 3.65 through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude).

Minors

The Minor in Spanish

Total units required: 18

The Spanish minor requires the completion of 18 units, 12 of which must be taken in residence. Students must complete courses with a grade of B- or higher and maintain a B average or better overall in Spanish. Courses taken on a pass/fail basis do not count toward the Spanish minor.

Required Courses

Cultures and Communications in the Spanish-Speaking World (6 units)

- Span 302 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the director of undergraduate studies and enroll in Span 3021 Language and Culture for Heritage Speakers of Spanish.)
- Span 303 Cultures and Communication in the Spanish-Speaking World II

Spanish 303 is a prerequisite for all 300-level literature and culture courses in Spanish. For students in the older sequence, Span 307D is equivalent to Span 302, and Span 308E is equivalent to Span 303. Students who completed Span 308E must proceed to the "Debating Culture" courses (32xx).

Three "Debating Cultures" and/or "Researching Cultures" Courses

One or two "Debating Cultures" courses (3-6 units):

- Courses designated as Spanish 32xx
- Study abroad options*:

Code	Title	Units
Span 354	A View from the Southern Cone: Perspectives on Art, Literature and Culture	3
Span 3341	Literatura Espanola	3
Span 3361	Spanish-American Literature II in Chile/Spain	3
Span 350	Topics in Spanish Literature	3

* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

One or two “Researching Cultures” courses (3-6 units):

- Courses designated as Spanish 36xx
- Study abroad options*:

Code	Title	Units
Span 3181	Spanish Culture and Civilization	3
Span 311	Hispanic Culture and Civilization I	3
Span 313	Chilean Contemporary Culture	3

* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

One 400-Level Seminar

Code	Title	Units
Span 405W	Major Seminar	3
Span 410	Major Seminar	3

- Other 400 level literature and/or culture class taught in Spanish
- One of the following linguistics seminars may be substituted for one of the two 400-level literature seminars:

Code	Title	Units
Span 417	Spanish Phonetics, Phonology and Dialectology	3
Span 4111	Advanced Grammar and Syntax in Spain	-4

- Prerequisites for 400-level courses include the completion of at least two of the following courses: Span 341, Span 342, Span 343, Span 370, and Span 380; or the completion of at least one "Researching Cultures" class.
- Study abroad:
 - One 400-level seminar taken on campus
 - An approved 400-level course from the Madrid or Chile program (refer to the study abroad guidelines (<https://rll.wustl.edu/study-abroad-opportunities/>) on the Romance Languages and Literatures website)

Courses

Visit online course listings to view semester offerings for L38 Span (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L38&crslvl=1:4>).

L38 Span 101 Elementary Spanish I

Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 102 Elementary Spanish II

Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.

Prerequisite: Span 101D or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 201E Intermediate Spanish I

The first half of a two-semester intermediate-level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span102D, or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 202 Intermediate Spanish II

The second half of a two-semester intermediate-level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span201E or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 223 Intermediate Spanish Conversation and Culture

Practice of spoken Spanish and expansion of vocabulary in a wide range of topics. Discussion and role play based on short readings, music and film. Use of the World Wide Web for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: 201D or equivalent. Concurrent enrollment in Span 307D recommended.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 299 Undergraduate Independent Study

Prerequisites: Span 201D and permission of the department.

Credit variable, maximum 3 units.

L38 Span 302 Cultures and Communication in the Spanish-Speaking World

This course is the first part of a two-semester advanced-level sequence. Through the study of a variety of media (i.e., written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the United States. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. The course focuses primarily on speaking skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. This course replaces Span 307D and is a prerequisite for several study abroad programs. Prerequisite: Span 202 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

L38 Span 3021 Language and Culture for Heritage Speakers of Spanish

This course offers an approach to the linguistic and historical study of different cultural productions in various Spanish-speaking communities in the United States and other Spanish-speaking countries. The materials and structure of the course are designed for students whose cultural roots are, to some degree, Latin and who have grown up in Spanish-speaking environments, so course materials focus on autobiography and identity. This course offers students a multidisciplinary way of working at points where linguistic and literary analysis runs parallel to other forms of cultural production and to the historical narrative of Latinx culture in the United States. Prerequisite: placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

L38 Span 303 Cultures and Communication in the Spanish-Speaking World II

This course is the second part of a two-semester advanced-level sequence. Through the study of a variety of media (written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the US. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. Course content is organized thematically into five units: Youth Cultures, Food Culture, New Indigeneity, Environment, and Public Health. The course focuses primarily on writing skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. Prerequisite: Spanish 302, 3021 or 307D. Fromm Ayoroa in charge.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L38 Span 308E Advanced Reading and Writing

In depth study of the process of advanced reading and writing designed to prepare the Spanish major for upper-level courses. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination. Conducted in Spanish.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 310 Advanced Intermediate Spanish in Spain

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University Program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: placement by exam at Carlos III.
Credit variable, maximum 4 units.

L38 Span 311 Hispanic Culture and Civilization I

Study of aspects of the political, social and cultural life of contemporary Spain and Portugal and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L38 Span 313 Chilean Contemporary Culture

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday, which features a visit to one of Neruda's houses, a history museum, etc.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 317 Advanced Spanish Language in Chile/Spain

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director.
Credit variable, maximum 4 units.

L38 Span 3181 Spanish Culture and Civilization

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics and the arts, dating from the first invasions of the Peninsula to the present. Students gain an awareness of the ethnic, cultural and aesthetic diversity of Spain as a country of multiple autonomous regions, by working with written texts and other media and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: IS EN: H

L38 Span 3200 Debating Cultures: Latin(x) America in the Streets

So much of life in Latin America -- and in many Latinx communities across the United States -- happens in public space: in the streets, to be precise. Picture street food vendors in Mexico City, outdoor produce markets lining squares across Lima, Rio de Janeiro's world-famous carnival celebrations, or politicians addressing thousands in Buenos Aires's Plaza de Mayo. Economic transactions, social interactions, political legends and mass political movements, religious processions, festivals and spectacles, and public art all depend on the streets. In this course, we will focus on the incredible diversity of activities that define and give meaning to public life in Latin America and the Latinx diaspora. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3202 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes; disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3203 Debating Cultures: Extraordinary Lives

This course studies Latin America through the lives of its people. We will take biographies as sites where individual dreams and struggles intersect with global, national, and local structures of power and cultural flows. Through various cultural objects and media (film, literature, music, and social media), we will approach the extraordinary yet everyday luchas of Latin Americans in cities and rural areas. We will contextualize each life within the region's political, economic, racial, and gender historicities. The biographies we will discuss may include but are not limited to domestic workers, taxi drivers, street vendors, wrestlers, musicians, folklore dancers, college students, rural teachers, political and ecological activists, influencers, indigeneous YouTubers and filmmakers, LGBTQIA+ communities, and transnational immigrants. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 320Y Debating Cultures: Mediated Politics in Argentina, Chile, and Uruguay

This course explores the intertwined history of media, culture and political struggle in the region known as the Southern Cone, which encompasses Argentina, Chile and Uruguay. We will discuss the role that media have had in shaping the experience of modernity as well as fostering nation formation in these countries. The course will address the political uses of different types of media, covering a wide spectrum of cultural production (literature, music, comic, political cinema, television, internet)

and following a long-term chronological approach, from 19th-century print media to recent YouTube production. In doing so, the course engages with questions of technology, identity, memory, gender, indigenous, and working-class cultures, and it draws special attention to the possibilities and limits that grassroots movements found in different types of media. Course materials may include the Argentine comic "Mafalda," the Afro-Uruguayan newspaper "Nuestra Raza," and Rodolfo Walsh's non-fiction literature, as well as telenovelas and indigenous radio. As part of the course, students will engage in active research on the interplay of media and political struggle in the region. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: BA, IS EN: H

L38 Span 3210 Debating Cultures: Representations of Gender Violence in Modern Iberian Literatures and Cultures

The landmark law against gender violence in Spain, which was passed under the Socialist government in 2004, became the rallying point for feminist activists, even as it generated a vigorous backlash from among conservative sectors of Spanish society. More recently, the "La Manada" gang rape case in Pamplona in July 2016 provoked national outrage, and, together with the #MeToo and the #NiUnaMenos movements in the United States and Latin America, a global feminist movement was mobilized to protest sexual assault, femicide, and all other forms of gender-based violence. We will consider the works of 19th-century through present-day Spanish women writers, journalists, and filmmakers, including Emilia Pardo Bazan, Carmen de Burgos, Rosa Montero, Carme Riera, Lucia Etxebarria, Isabel Coixet, Iciar Bollain, and Roser Aguilar, who have spoken out against gender violence in a variety of fora. Their works will serve as points of departure for exploring the social and cultural causes and dynamics of gender-based violence as well as the ways in which Spanish women have responded to this problem in their writings, film, and other forms of representation. Our analysis will be informed by the larger historical framework of the development of feminism in Spain as well as by the recent global movement against gender-based violence. Course assignments will consist of daily readings, film viewings, group oral presentations, quizzes, discussion forum posts, and a final project that is orally based; students are also expected to engage actively in class discussions and in small group work. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L38 Span 3211 Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice

between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

L38 Span 3212 Debating Cultures: Latin American Soundscapes

This course explores Latin America through its sound cultures from the beginning of the 20th century to the present. Diving into aural, literary, and scientific archives, we will discuss how sound produces meaning beyond visual and written cultures, articulates experience, and mobilizes political and cultural change. We will study sound, beats, speech, music, and noise through various cultural objects and media (novels, poems, essays, anthropological studies, journalism, films, radio, records, and digital cultures). We will contextualize these objects in the region's political, economic, racial, and gender historicities. We will examine the interplay of national identity, popular culture, aurality, and modernity in a variety of case studies: folklore (national and American folkloric missions), indigenista operas, indigenous radio and shamanism, the Latin American new song movement (the 1960s and 1970s), rock and youth cultures, cumbia, reggaeton, avant-garde and slam poetry, and the noises of Latin American megacities and protests. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3213 Debating Cultures:Redes/ Networks: Digital Cultures in 21st-Century Spain

This is a discussion-based course that examines from interdisciplinary and collaborative perspectives the new digital cultures emerging in Spain during the first two decades of the 21st century. Shaping and connecting an innovative series of creative, political, artistic, and social "redes" or networks, the emergence of new digital media has radically changed the cultural forms produced and circulated in Spain today. How do these different digital networks function, in what ways are these redes formed, and to what extent have they changed the material, ideological, and social ramifications of culture in the 21st century? The course explores a wide range of cultural materials specifically connected to particular redes or digital networks emerging in Spain in the last two decades. The materials studied will range from digital literatures--such as poetry (Alex Saum-Pascual), graphic novels (Fernandez Mallo), alternative forms of literary and cultural journalism--to music (Rosalia), visual arts (Varvara & Mar), cinema (Chus Gutierrez, digital shorts from notodofilmfest), as well as the generation of new forms of social activism (such as the #8M feminist movement) and alternative political communities (15-M). We will also examine in particular the role of new media platforms (YouTube, WhatsApp, Facebook) in the contemporary production and circulation of digital culture. Students will have a strong, mandatory and graded oral component. Course taught in Spanish. Prereq. Spanish 303 or 308D. Students who have already taken more than two Spanish culture or literature classes (at the SPA 320 level) must proceed to a Researching Cultures class (SPA 360 level).

Credit 3 units. A&S IQ: HUM, LCD BU: BA

L38 Span 3214 Debating Cultures: Migration in the Spanish-Speaking World

In this course we will study how migration shapes and transforms societies, cultural products and practices in the Spanish-speaking world. We will explore questions pertaining to border crossing, displacement, identity, and community in different historical periods and in diverse geographical contexts. We will move chronologically and thematically and also pay close attention to the different ways in which our authors choose to tell their stories. The course is divided into 10 sections that correspond to specific places, both real and imagined. Prereq: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class. 3 units.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: IS

L38 Span 3215 Debating Cultures:Love, Actually: (Re)Imagining Love in Latin American and Latinx Literature

If you are inclined to trust the polls, according to a worldwide survey conducted by Gallup in 2014, Latin Americans are the most emotional people on the planet. In this course we will test this assertion by critically exploring one of the most intense and complex of human emotions: love. We will look at multidimensional and contradictory facets of love--from passion, desire, and happiness to solitude, betrayal and revenge, from family blood ties to bonds of community and patriotism, from motherhood to miscegenation--as they are reimagined in a wide range of 20th and 21st century literary works, performances, films, artwork, music, and popular culture from across Latin American and Latinx diasporic communities. Love as affect and existential experience invariably intersects and becomes

interwoven with such important dimensions of the socio-historical framework as ethnicity, class, gender, sexual identity, nationality, exile, and spirituality. In addition to poems, essays and short narratives by authors representing several Latin American countries and their diasporas (Neruda, Mistral, Quiroga, Storni, Benedetti, Garro, Castellanos, Fuentes, Morejón, Poniatowska, Ocampo, Borges, Cortázar, Bobes, Bahr, Vega Serova, Paz Soldán, Obejas, and Meruane, among others), we will examine academic research on the subject of love, blending insights from psychology, sociology, history, anthropology, religion studies, neuroscience, and philosophy. This focus on interdisciplinary approaches will encourage students to seek their own insights grounded in their experiences and areas of expertise and to perceive love as a complex human condition that encompasses a plurality of socio-cultural expressions and unique individual relationships. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prereq. Spanish 303 or 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, IS

L38 Span 3216 Debating Cultures: Afro-Latin Americans in Film and Television

This course explores the representation and self-representation of Latin Americans of African descent in film and television. We will discuss, among other things, slavery, race, politics of representation, agency, and Afro-Latin American culture, history, and religion. Students will learn to analyze filmic art. The course will have a strong, mandatory and graded oral component. Students will watch two films and have two short readings per week. Prerequisite: Spanish 303 or 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA

L38 Span 3217 Debating Cultures: Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms—such as magical realism, literary gothic, fairy tales, science fiction, surrealism, film noir, and detective fiction, among others—as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the "disappeared" persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narco-trafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schwebblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and

graded oral component. Prereq. Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA

L38 Span 3218 Debating Cultures: Youth and Counterculture in South America

This course will explore South American cultures from their most provocative and insurgent expressions, lifestyles, and identities. Focusing on the Andes (Peru, Colombia, and Bolivia) and the South Cone (Chile, Argentina and Uruguay) regions, we will study a conjunction of cultural producers that used their rebellious nature as part of their art. How did they represent the youth of their societies? How did they respond to the status quo? How have they used the flows of globalization, media, and revolution? By exploring literature, music, cinema, and performance, we will discuss the sociopolitical impact of these works, which includes poetry performances to punk albums. In addition, we will emphasize the role of the youth as producers and consumers, as opposed to the politics of adults and institutions. By covering the long sixties to the present, this course will discuss the transformation of these movements and subcultures and how they impacted the sociocultural processes of their regions, both nationally and transnationally. Prereq. Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS

L38 Span 3219 Debating Cultures: Broken Promises and Resilient Bregas: Snapshots of Puerto Rican Culture

The end of WWII and the advent of the Cold War brought heightened global attention to the Caribbean. While Cubans rid themselves of the Batista dictatorship, embraced socialism, and entered the USSR's realm of influence, Puerto Rico's importance for the U.S. as a showcase of capitalist modernization increased exponentially. Bad Bunny and reggaeton, Lin Manuel Miranda, and JLo wouldn't exist without the events and policies set in motion in Puerto Rico in the 1950s and 60s. This course will offer entry points into Puerto Rico's complex and often contradictory culture, with the goal that students develop a critical understanding of the leading social, political, and historical processes that have shaped the island's cultural production over the past 70 years. We will explore topics such as colonialism and neocolonialism, migration and diasporic communities, environmental and social justice, globalization and neoliberalism, and the intersection of race, class, gender, and identity formation. We will study works from island-born and Puerto Rican Diaspora cultural producers. Materials will include short stories and poems, films, podcasts, pop culture and sports icons, comics, performances, and historical essays. Prereq. Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM

L38 Span 322 Advanced Conversation in Spain

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers and other modes of communication are used for oral presentations and some writing. Prerequisite: Span 301, 307D or 308E, or multiple 300-level courses.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 3220 Debating Cultures: How Spanish is Used

This course examines how the Spanish language is used in context with emphasis on variation across linguistic subsystems—the sound system (phonetics and phonology), vocabulary (lexis), sentences (morphosyntax), meaning (semantics), and language in use (pragmatics)—and Spanish applied linguistics. Module 1 includes a concise overview and review of basics about linguistics, Hispanic linguistics, the nature of each linguistic subsystem, the history of the Spanish language, and characteristics of present-day regional varieties of Spanish. Module 2 focuses on semantics and pragmatics, complemented by an exploration of variation in vocabulary throughout the Spanish-speaking world, such as how the English word "popcorn" may translate as palomitas, canguil, cancha, pochoclo, among various other options, depending on the Spanish-speaking region in question. Module 3 introduces students to sociolinguistics as applied to the Spanish-speaking world, beginning with key concepts such as sociolinguistic variable and concluding with student-led analyses of samples of Spanish day-to-day interactions, emphasizing the legitimacy and value of variation in light of what might be relegated as "standard." Module 4 explores a selection of other areas of Spanish applied linguistics, which include teaching Spanish as a second or heritage language and dual immersion programs with Spanish and English in the United States. Students in the course are provided with opportunities to improve their own abilities in Spanish, such as regarding context-appropriate usage, and to apply their knowledge in practical ways to a range of issues and challenges related to the Spanish language today.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: HUM

L38 Span 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S.-Mexico

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture, and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediativity. Moreover, you will become familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as Gloria Anzaldú and Américo Paredes. This overarching

approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: IS

L38 Span 331 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudí. The students will visit the St. Louis and the Kemper Art Museums. Prerequisites: Span 303 or Span 308E. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3361 Spanish-American Literature II in Chile/Spain

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent.

Credit 3 units. Art: HUM

L38 Span 341 Literary and Cultural Studies in Spanish

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course covers a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical, and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured around key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as nation; colonialism and postcolonialism; modernity and postmodernity; popular and visual media; and gender, race, migration, and social class. The course combines literary texts, films, and other cultural forms with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 342 Iberian Literatures and Cultures

Which cultures have shaped what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation among various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations as they relate to our understanding of the country today. Topics may include but are not limited to the following: multiculturalism of the Middle Ages; the Muslim and Jewish presence in Spain;

identity narratives and power relations; stage and performance traditions; and authors and artists like Cervantes, Galdós, García Lorca, Picasso, and Almodóvar. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, and gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, and Morejón. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 351 Business Spanish

Study of language and structures used in conducting business in the Hispanic world. We use actual materials from various businesses — advertising, marketing, real estate, accounting. Particular stress on speaking and writing. Prerequisite: Span 308E or permission of instructor.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 353 Medical Spanish

Designed for future medical professionals, this course will provide students with a complete vocabulary and the cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural communication, written exams, varied readings, and some research are required. Volunteer work is recommended for enrolled students. Advanced students will be given priority. Prerequisite: Span 307D or Span 302.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 354 A View from the Southern Cone: Perspectives on Art, Literature and Culture

This course deals with current issues of cultural, social, political and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course seeks to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 355 Spanish for the Social Sciences

This is an advanced Spanish language course designed to develop conversational, writing, and listening skills for students in the social sciences. Students will learn and use the language in a content-based format, guided by culturally sensitive readings, discussions, and activities. Prerequisite: Span 307D or Span 302. Taught in Spanish.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L38 Span 360 Literature Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units. Art: HUM

L38 Span 3600 Researching Cultures: Film and Dictatorship in Argentina and Chile

In this course, we will explore the methods by which filmmakers from the Southern Cone of Latin America used film to engage, document, and remember the military dictatorships of the 1970s and 1980s. We will look at the development of protest cinema in the area, the use of documentary filmmaking and resistance, navigating censorship, and the use of film as a nation's memory as we study films for which directors and actors risked (and sometimes lost) their lives. We will accompany our study of film with historical readings, reports on human rights abuses, and theories on memory and trauma. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3601 Cultural Studies Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units.

L38 Span 3604 Researching Cultures: Making Latin America Popular

"Despacito," futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry, stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical

and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

L38 Span 360Y Researching Cultures: Latin American Women Travelers

When we talk about "adventurers," "explorers," or "travelers," we tend to imagine them embodied in a masculine figure. In this course, we will focus on the limits of this idea of travel, analyzing travel as a gendered and racialized experience. Throughout the semester, we will study different types of mobility, travel, and travel literature created by Latin American women from the 19th century to the present, debunking the stereotypes of female immobility and immanence. From the Peruvian *rajonas* to the Mexican Revolution's *soldaderas*, from pleasure trips to forced exiles, we will read and examine the writings of Flora Tristan, Clorinda Matto de Turner, Victoria Ocampo, Clarice Lispector, Circe Maia, Cristina Peri Rossi, Samanta Schwebelin, Cristina Rivera Garza, and Valeria Luiselli, among others. These different travelogues will serve as the basis for discussing the complexities of gender, race and social class in relation to travel, nation and literature. We will also discuss different theoretical approaches, seeking to deepen and enrich our academic writing in the Spanish language. In this course, students will write two short compositions and a final research composition on the topic of their choice related to the course content. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students.

Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS EN: H

L38 Span 3611 Researching Cultures: Urban Iberian Cultures -- Barcelona and Madrid

In this course, we will explore the various urban cultures of two paradigmatic cities in the Iberian Peninsula: Barcelona and Madrid. This is a research-focused course that examines from interdisciplinary and collaborative perspectives the urban spaces and cultures that have shaped the life of the dwellers of these two key cities, both across time and with a focus on the contemporary moment. While the founding of the city of Barcelona, the capital of Catalonia, dates back to the Roman empire (i.e., the first century BCE), the city of Madrid, the capital of Spain, was established during the 15th century around a small fortification developed during Al-Andalus, soon becoming the political center of the Spanish Empire during the 16th century. Through an examination of the urban development of both cities across time and the various contemporary urban spaces and cultures of the 21st century, this course will explore the ways in which writers (Jorge Carrion, Belen Gopegui, Julio Llamazares),

musicians (Joan Manuel Serrat, Rosalia), visual artists (Pablo Picasso, Cristina Garcia Rodero, Angeles Santos Torroella), filmmakers (Jose Luis Guerin, Isabel Coixet, Chus Gutierrez) and architects (Juan de Villanueva, Antoni Gaudi) have reflected on and explored through their work in both cities. We will also explore the political and social relevance of both cities today as related to their own urban planning and development as well as their political relevance in both Catalonia and Spain as a whole. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

L38 Span 3612 Researching Cultures: Afterlives, Ghosts, and Haunted Places

In this course, we will examine the historical, cultural and aesthetic implications of how different artists, filmmakers, and writers approach the afterlife in the Spanish-speaking world. We will explore experiences and emotions that can be deeply personal and intimate as well as shared and lived out in public. We will discuss how practices and beliefs vary widely across the Spanish-speaking world and explore how traditions and rituals are invented and how these change over time. While our readings will include a few works from earlier periods, most of the texts stem from the 20th and 21st centuries, allowing us also to examine a number of historical events and their depiction in history and memory. We will discuss the ways in which grief, mourning, and trauma relate to identity and belonging, and we will also pay close attention to coping mechanisms that range from forgetting to humor. The last section of the course will focus on a specific case study of public mourning and remembrance: the Spanish Civil War and its multiple afterlives. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3613 Researching Cultures: The Paradoxes of Contemporary Cuba: The Good, the Bad, and the In-Between

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only "What is next for Cuba?" but also "What can we learn from Castro's revolutionary experiments?" This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora—the good, the bad and the in-between—along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón,

Padura), films ("Strawberry and Chocolate," "Guantanamo," "The Promise," "The New Art of Making Ruins"), artwork (Mendieta, Bruguera, Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past. Topics include ethnic and gender identities, the history of slavery and plantation economy, the "myths" of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Cuba). Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration of Cuba's past, present, and future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: HUM, IS

L38 Span 3614 Researching Cultures: Iberian Feminisms

This course will examine the development and transformations of feminist thought in the Iberian Peninsula, from the Enlightenment to the present, considering a diverse array of literary and cultural production (narrative fiction, poetry, essay, press accounts, film and visual culture) by women. We will consider not only the challenges faced by women cultural producers, given their social, legal, and historical circumstances, but also the strategies they used to negotiate their participation in the public sphere as writers, intellectuals, social reformers and activists. We will explore, from an intersectional perspective, the unique perspectives these women brought to their work, as they address pressing social, political, and cultural issues pertaining to their place in society, such as citizenship, suffragism, equal rights, divorce, gender violence, personal and political freedom, racial justice, among others. We will consider works of Enlightenment thinkers such as Josefa Amar y Borbón, representing the beginnings of a modern feminist consciousness in Iberia; Romantic writers (Coronado, Gómez de Avellaneda), who, under the impact of liberalism, were key to shaping new models of subjectivity for women; nineteenth-century (proto)feminists and social reformers of the fin-de-siècle (Pardo Bazán, Gimeno de Flaquer, Arenal); early twentieth-century suffragists and freethinkers (Carmen de Burgos, Campoamor, Hildegart); and feminist writers and filmmakers of the post-Franco era (Montero, Riera, Bollaín, Taberna) and women representing the diverse diasporic communities of 21st-century Spain (El Hachmi, Bela-Lobedde, Mbomio Rubio, Quanzhou Wu). Course assignments will consist of short essays, a book report, and a final project. Prerequisites: Spanish 308D or 303 and two of the following (341, 342, 343, 370, 380, or Debating Cultures).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

L38 Span 3615 Researching Cultures: Leisure and Urban Entertainment in Latin America

How do we define leisure or free time? Who can experience it? Can we choose which activities to perform in our free time? By establishing a dynamic dialogue between leisure/free time and other notions such as play, labor, inequality, alienation, and consumption, we will approach Latin America's urban entertainment scene from the end of the nineteenth century to the present. Beginning with the incorporation of the region into the global economic networks, we will trace the trajectory of the concept of leisure/free time to reflect on socio-political issues such as migration, gender, race, and social class. We will examine historical landmarks alongside examples of urban entertainment: from street celebrations, mass media, and soccer games, to social networks and virtual platforms in a pandemic scenario. Even though this course is mainly focused on Argentina and Uruguay, we will also have the opportunity to study cases from other parts of Latin America. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq: Spanish 308D or 303 and at least one Spanish surveys (341, 342, 343, 370, 380, or Debating Cultures). There are no exceptions to the prerequisite. Students who have completed four or more Spanish surveys (including Researching Cultures and the ones mentioned before) may not take this class and must proceed to the 400-level.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 3616 Researching Cultures: Imagining the Andes

Taking Peru and Bolivia as case studies, this course explores the Andean region's cultures by examining the interactions between global, national, and indigenous cultures. We will study six main topics: indigenous peoples and state-formation; peasant revolutions; internal and transnational migration; memory and political violence; racialization and coloniality; and extractive capitalism and indigenous thinking (Buen Vivir). We will explore these issues while learning about the region's major historical transformation between the 1900s and the present. Course materials include oral histories, myths, literature, film, photography, music, and social media. Authors studied include Jose Maria Arguedas, Claudia Llosa, Yuyachkani, Anibal Quijano, Jorge Sanjines, and Silvia Rivera Cusicanqui. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 3617 Researching Cultures: Representations of Childhood in the Spanish-speaking World

This course examines the construct of childhood in the Spanish-speaking world from an interdisciplinary perspective. We will explore the aesthetic, cultural, sociopolitical, and legal implications of a variety of media, about and/or for children. The course is divided into three thematic units. The first will delve into the pedagogical, nation-building and moral projects that underpin the development of children's literatures in the Hispanic world. The second focuses on children in the midst of crises, where we will turn our attention to issues of child labor, migration, poverty,

public health, the environment, as well as economic and political crises that lay bare the inherent vulnerabilities of children. We will also familiarize ourselves with the work of a variety of organizations that aim to mitigate child suffering and develop social awareness about the treatment and living conditions of children. The third unit centers around media and the child consumer, where we will explore the effects of social media, the advertising and marketing of food, games and toys, as well as a variety of other issues that affect children's emotional and psychosocial development. Some of the texts and films we will study include *Ismaelillo* and a selection of *La edad de oro* by José Martí, *Cuentos pintados y morales* by Rafael Pombo, *Perico trepa por Chile* by Alicia Morel, a selection of poems by Rubén Darío, *Sólo un pie descalzo* by Ana María Matute, *Los herederos* by Eugenio Polgovsky, *Voces inocentes* by Luis Mandoki and *Entre nos* by Gloria La Morte and Paola Mendoza. Additional materials include newspaper articles, podcasts and songs. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 3618 Researching Cultures: Cultural Revolutions in Central America

Central American region has been invisible and stigmatized as the most violent and unequal of the continent. Nevertheless, these seven countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá and Belice) have a complicated history of creativity and cultural struggles related to indigenous people, national identity, revolution, Cold War, postwar and peace times, and transnational migration. This course will explore some of these topics through the lenses of cultural revolutions in Guatemala, El Salvador, and Nicaragua, in the context of the Cold War. Attention will be given to the articulation of culture and politics. We will study a wide range of media products and performances, such as rock songs, painting, folkloric music, radio streaming, street theater, testimony genre, literature, and film. In addition, we will discuss the engagement of writers and public intellectuals such as Ernesto Cardenal, Daysi Zamora, Roque Dalton, and Gioconda Belli to the revolutionary process in Latin America and the interplay between political mass mobilization and radical resistance. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: BA, IS

L38 Span 3619 Researching Cultures: Graphic Latin America

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as "minor literature" and we will delve into the relationship between popular consumption and structural changes in Latin American

countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about "Latin America Graphic Fiction"? What does it mean to read "massive texts"? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 361Y Researching Cultures: The Black Parade: Black Social Movements in Columbia & Peru, 1960s to Present

This course is a conceptual and thematic exploration of Black social movements in Colombia and Peru from the 1960s to present. Learners will explore topics such as Black Consciousness, Black Women's Rights, civil conflicts and drug conflicts, land rights, environmental justice, genocides against Black activists, Black Lives Matter, forced and quasi-voluntary displacements, as well as COVID-19, among others. The course not only highlights the widespread resistance by Blacks against systemic racism and inequality but also movements that celebrate Blackness and the curation of Black representation in countries that have intentionally made Black bodies invisible. Through an interdisciplinary and intersectional approach in an inclusive and co-collaborative environment, learners will analyze, understand, and juxtapose multiple (trans)national movements centering on the dimensions of race, gender, and class in order to productively discuss Afro-Latin American history, culture, and politics. Although this course is focused on writing, research and instructor feedback, learners will have the opportunity to engage bi-weekly with articles, videos, music, children's books, poetry, performances, films, and much more. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

L38 Span 3620 Researching Cultures: Politics of Melodrama in Latin America: From Serialized Novels to Telenovelas

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent

streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela *El derecho de nacer*, Manuel Puig's novel *El beso de la mujer araña* [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: BA, IS

L38 Span 370 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax) and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 380 Topics in Hispanic Cultures

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prerequisite: Span 308E or concurrent enrollment in Span 303. In Spanish. Topics vary from semester to semester; see section description for current offering.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 400 Intensive Translation for Graduate Students I

Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the first part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Must be followed by Span 401.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 401 Intensive Translation for Graduate Students II

Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the second part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Credit for Span 400 is contingent on completion of Span 401.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 4013 Second-Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC

L38 Span 405 Undergraduate Seminar: Special Topics

An undergraduate seminar. Prerequisites: Span 307D, 308E, and either 333C-334C or 335C(Q)-336C(Q).

Credit 3 units.

L38 Span 405W Major Seminar

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L38 Span 410 Major Seminar

An undergraduate seminar. Topics vary. Prerequisites: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L38 Span 411 Advanced Grammar and Syntax

This course presents a detailed study of Spanish syntax. Different theories (including generative theory) as well as the relationship between (morpho) syntax and other linguistic subsystems are considered. Special attention is also given to Spanish/English contrasts of particular interest to language learners and teachers. PreReq. At least two of the following classes: 341, 342, 343, 370 or 380, or the completion of at least one Researching Cultures class.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 4111 Advanced Grammar and Syntax in Spain

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam.

Credit variable, maximum 4 units.

L38 Span 4112 Bilingual Advanced Grammar and Syntax in Spain

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam or program director.

Credit 3 units.

L38 Span 413 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies.

The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.

Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L38 Span 416 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 417 Spanish Phonetics, Phonology and Dialectology

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language

variation within the Spanish-speaking world. Particular attention is devoted to language contact and bilingualism. Students read in areas such as history, sociolinguistics, dialectology and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Credit 3 units. A&S IQ: LCD BU: IS EN: H

L38 Span 466 Second-Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM EN: H

L38 Span 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Credit 3 units. A&S IQ: LCD BU: BA EN: H

L38 Span 469 Reading and Writing in a Second Language

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction.

Credit 3 units. A&S IQ: HUM, LCD

**L38 Span 4691 Second Language Reading and Writing:
Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute. Credit 3 units. A&S IQ: SSC EN: S

**L38 Span 4692 Reading Across Languages and Cultures:
Theory, Research, and Practice**

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies. Same as L92 APL 4692
Credit 3 units. A&S IQ: SSC EN: S

L38 Span 495 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted.
Credit variable, maximum 3 units.

L38 Span 4951 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted. Pass/fail.
Credit 3 units. EN: H

Speech and Hearing

The minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine, and it is designed for students interested in exploring topics related to typical and disordered human communication. The required course work provides an overview of the fields of hearing, deafness, language and speech, with opportunities to explore related topics in more depth. This minor is especially valuable for students in fields such as psychological and brain sciences, education, philosophy-neuroscience-psychology (PNP) and linguistics, but it has broad applicability for many fields of study. Courses completed as part of this minor can also be used to fulfill the total unit requirements for graduation and as prerequisites for graduate studies in audiology, deaf education and speech-language pathology. However, the minor may not be used as an Integration in Arts & Sciences Integrated Inquiry (IQ) curriculum, and it does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact: Kate McClannahan
Phone: 314-747-0109
Email: k.mcclannahan@wustl.edu
Website: <http://pacs.wustl.edu>

Faculty

Minor Advisor

Kate McClannahan
Assistant Professor of Otolaryngology

Program Directors

Kate McClannahan
Director of Undergraduate Studies
Assistant Professor of Otolaryngology

Amanda Ortmann (<https://pacs.wustl.edu/people/amanda-j-ortmann-phd/>)
Director of Audiology Studies
Assistant Professor of Otolaryngology

Casey Reimer (<https://pacs.wustl.edu/people/casey-reimer-phd/>)
Director of Deaf Education Studies
Assistant Professor of Otolaryngology

Faculty and Staff List

For a full list of faculty and staff (<https://pacs.wustl.edu/our-people/>), please visit the PACS website.

Majors

There is no major in this area. The minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (<http://pacs.wustl.edu/>) at Washington University School of Medicine. The program also offers graduate

study in the fields of audiology, deaf education, and speech and hearing sciences, which lead to the following degrees: Doctor of Audiology (AuD), Master of Science in Deaf Education (MSDE), and Doctor of Philosophy (PhD)—Speech and Hearing Sciences.

Minors

The Minor in Speech and Hearing

Total units required: 15

Required course:

Code	Title	Units
Educ 234	Introduction to Speech, Language, and Hearing Sciences	3

Elective courses:

At least four of the following, totaling at least 12 units:

Code	Title	Units
Ling 170D	Introduction to Linguistics	3
Ling 312	Phonetics	3
PACS 324	Acoustics and Speech Perception	3
PACS 344	Observation and Methods in Speech-Language Pathology	3
PACS 360	Introduction to Audiology	3
PACS 401	Anatomy and Physiology of Speech and Hearing	-3
PACS 4301	Sign Language I	2
PACS 4302	Sign Language II	2
PACS 434	Typical Language Development	3
PACS 443	Speech and Language Disorders	3

Additional Information

This minor is composed of a minimum of 15 units that focus on the study of speech, language and hearing. Of the 15 units, 3 units must be Educ 234; at least 9 units must be at the 300 level or higher; and at least 9 units must be offered by the department (M89). Courses to count toward the minor must be selected from the courses listed above or approved in advance by the minor advisor.

For students who intend to pursue graduate studies in audiology, speech-language pathology, or deaf education, we recommend meeting with the minor advisor to develop a course of study that will fulfill prerequisite requirements for the intended area of study.

Because the minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine, it may not be used as an Integration and does not otherwise fulfill any Arts & Sciences distribution requirements.

Courses

Visit online course listings to view offerings for M89 PACS (<https://courses.wustl.edu/CourseInfo.aspx?sch=M&dept=M89>). Please visit the Minors (p. 1058) tab for courses that are open to undergraduate students.

Urban Studies

The interdisciplinary major in urban studies is ideal for students drawn to serious examination of the profound issues confronting urban/metropolitan America. Urban Studies seeks to prepare students — who are indeed our nation's future leaders — for the challenge of solving these issues. We help students to research and investigate such issues as the evolving patterns of metropolitanism and the necessity for central city reconstruction; the problems associated with regentrification, urban sprawl and affordable housing; the crises confronting newly emerging immigrant communities and the social cleavages of urban marginalized communities; unemployment and underemployment; law and justice; HIV/AIDS and issues of public health; the economic underdevelopment of poor communities; race and inequality; the paradox of declining welfare rolls amidst escalating poverty rates; underperforming urban schools; and the in-migration and out-migration of the city and its schools. All available social indices suggest that such domestic issues in our central cities will only increase in significance during the years ahead. The fact that many of the aforementioned issues are deeply embedded in the cities of the world allows students in the Urban Studies program to focus not just on domestic cities but on global cities as well.

Urban studies is a stand-alone major. Current students in the program are jointly pursuing study in pre-law, pre-medicine, public health, political science, educational studies, environmental studies, economics, global studies, philosophy-neuroscience-psychology, architecture and comparative arts, among others. Our purpose is to prepare students to critically engage with the social, political and economic dilemmas facing the world's cities with intellectual rigor, integrity, sensitivity and compassion. The program draws faculty and course work from various academic units, including Arts & Sciences, the Brown School (social work and public health), the School of Law, and the College of Architecture at the Sam Fox School of Design & Visual Arts. To complement our course work, the Urban Studies program accepts internships that are based locally, nationally, or internationally, with appropriate support documents.

Contact: Carol Camp Yeakey
Phone: 314-935-6241
Email: cyeakey@wustl.edu
Website: <http://urbanstudies.wustl.edu>

Faculty

Founding Director

Carol Camp Yeakey (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor of Arts & Sciences
Founding Director, Interdisciplinary Program in Urban Studies
Founding Director, Center on Urban Research & Public Policy
PhD, Northwestern University
(Education and Social Policy)

Professors (partial listing)

John G. Baugh Jr. (<http://psychweb.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(Linguistics)

John R. Bowen (<https://anthropology.wustl.edu/people/john-bowen/>)

Dunbar–Van Cleve Professor in Arts & Sciences
PhD, University of Chicago
(Anthropology)

Adrienne D. Davis (<https://law.wustl.edu/faculty-staff-directory/profile/adrienne-davis/>)

William M. Van Cleve Professor of Law
JD, Yale University
(Law)

Gerald L. Early (<https://english.wustl.edu/people/gerald-early/>)

Merle Kling Professor of Modern Letters
PhD, Cornell University
(English)

Steven Fazzari (<https://economics.wustl.edu/people/steven-fazzari/>)

Bert A. and Jeanette L. Lynch Distinguished Professor of Economics
PhD, Stanford University
(Economics)

James L. Gibson (<https://polisci.wustl.edu/people/james-l-gibson/>)

Sidney W. Souers Professor of Government
PhD, University of Iowa
(Political Science)

John Hoal (<https://samfoxschool.wustl.edu/people/faculty/150-john-hoal/>)

PhD, Washington University
(Architecture)

Bruce Lindsey (<https://samfoxschool.wustl.edu/people/faculty/164-bruce-lindsey/>)

E. Desmond Lee Professor for Community Collaboration,
Sam Fox School of Design & Visual Arts
MArch, Yale University
(Architecture)

William R. Lowry (<https://polisci.wustl.edu/people/william-lowry/>)

PhD, Stanford University
(Political Science)

Eric Mumford (<https://samfoxschool.wustl.edu/people/faculty/174-eric-mumford/>)

Rebecca & John Voyles Professor of Architecture
PhD, Princeton University
(Architecture)

Kimberly Jade Norwood (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=303)

Henry H. Oberschelp Professor of Law
JD, University of Missouri
(Law)

Timothy H. Parsons (<https://history.wustl.edu/people/timothy-parsons/>)

PhD, Johns Hopkins University
(History)

Will R. Ross (<https://renal.wustl.edu/bio/will-ross-md-mp/>)

Alumni Endowed Professor of Medicine
MD, Washington University
(Medicine)

Vetta L. Sanders Thompson (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Vetta-Sanders-Thompson.aspx>)

E. Desmond Lee Professor of Racial and Ethnic Diversity
PhD, Duke University
(Social Work)

Karen L. Tokarz (<https://law.wustl.edu/faculty-staff-directory/profile/karen-tokarz/>)

Charles Nagel Professor of Public Interest Law & Public Service
JD, Saint Louis University
LLM, University of California, Berkeley
(Law)

Denise Ward-Brown (<https://samfoxschool.wustl.edu/people/faculty/72-denise-ward-brown/>)

MFA, Howard University
(Art)

James V. Wertsch (<https://anthropology.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor
PhD, University of Chicago
(Anthropology)

Rafia Zafar (<https://english.wustl.edu/people/rafia-zafar/>)
PhD, Harvard University
(English)

Associate Professors

Sheretta Tekise Butler-Barnes (<http://urbanstudies.wustl.edu/people/sheretta-butler-barnes/>)
PhD, Wayne State University
(Social Work)

Lingchei Letty Chen (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)
PhD, Columbia University
(East Asian Languages and Cultures)

Mary Ann Dzuback (<https://education.wustl.edu/people/mary-ann-dzuback/>)
PhD, Columbia University
(Education)

Rowhea Elmesky (<https://education.wustl.edu/people/rowhea-elmesky/>)
PhD, Florida State University
(Education)

Clarissa Hayward (<https://polisci.wustl.edu/people/clarissa-rile-hayward/>)
PhD, Yale University
(Political Science)

Shanti A. Parikh (<https://anthropology.wustl.edu/people/shanti-parikh/>)
PhD, Yale University
(Anthropology)

Sunita A. Parikh (<https://polisci.wustl.edu/people/sunita-parikh/>)
PhD, University of Chicago
(Political Science)

Michelle A. Purdy (<http://education.wustl.edu/people/michelle-purdy/>)
PhD, Emory University
(Education)

Nancy Y. Reynolds (<https://history.wustl.edu/people/nancy-reynolds/>)
PhD, Stanford University
(History)

Assistant Professor

Ebony Duncan (<https://education.wustl.edu/people/ebony-m-duncan-shippy/>)
PhD, Vanderbilt University
(Sociology; Education)

Senior Lecturer

Gay Goldman Lorberbaum (<https://samfoxschool.wustl.edu/people/faculty/166-gay-lorberbaum/>)
MArch, Washington University
(Architecture)

Majors

The Major in Urban Studies

Total required units: 33 units, 21 of which must be at the 300 level or above. Of these 21 advanced units, no more than 6 units may be from independent study courses. All courses for the major must be taken for a letter grade, and students must obtain a passing grade of B or better.

Required courses:

- URST 299 The Study of Cities and Metropolitan America
- One introductory course in math or applied statistics
- One 400-level independent study or an internship located locally, nationally, or internationally
- A senior thesis (or senior seminar, if offered)

Elective courses: There are five subject area concentrations in Urban Studies: neighborhoods and community development; urban education; cities of the world; public policy/social policy; and public health. Once a student declares a major in urban studies, they will be assigned a major advisor who will help the student formulate the area concentration.

Because of the nature of the major and the requirements of the nonresidential components, majors are strongly encouraged to declare by their third semester in residency.

Additional Information

Study Abroad: The program offers study abroad opportunities in conjunction with the International Urban Scholars Study Abroad Program through Oxford University, the London School of Economics and Political Science, the University of Cape Town in South Africa, and Fudan University in Shanghai, China, among others.

Senior Honors: Urban studies majors are encouraged to work for Senior Honors, for which they may apply during the junior year. Acceptance into the program is based on the student's previous academic performance and a proposal to a core (not affiliated) faculty member in Urban Studies who agrees to supervise the honors research. The honors candidate must complete honors thesis research, which is evaluated by a three-member faculty committee. Meritorious theses can be awarded the Senior Thesis in Urban Studies with Distinction award.

Upsilon Sigma: Upsilon Sigma is an international multidisciplinary honor society that was established by the Urban Affairs Association in 2018. Upsilon Sigma is dedicated to recognizing and encouraging excellence in

scholarship, leadership, and engagement in urban studies and related fields. The mission of this organization is to promote academic excellence and enrich the educational experience of undergraduate and graduate students pursuing degrees related to urban studies.

Minors

The Minor in Urban Studies

Total required units: 15

Required course (3 units):

Code	Title	Units
URST 299	The Study of Cities and Metropolitan America	3

Elective courses (12 units):

Students must complete 12 units at the 300 level or above. All courses for the minor must be taken for a letter grade, and students must obtain a passing grade of B- or better. These courses must be home-based in three different departments or programs and may not include courses in the student's major field. A complete list of general courses that count toward the Urban Studies minor is published each semester in WUCRSL. No more than 3 units may be counted from among the following: directed readings, independent study, internships, University College, or credits from another institution, including study abroad.

Additional Information

The minor in Urban Studies facilitates the study of urbanization across the globe from multiple disciplinary perspectives. It is designed to complement any major field of study. Students are encouraged to pursue course work, in companion with their major field of interest, that is distinctive yet complementary to the study of urbanization, which impacts all fields of inquiry. Courses must be selected in consultation with the program director/advisor in Urban Studies.

Courses

Visit online course listings to view semester offerings for L18 URST (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L18&crslvl=1:4>).

L18 URST 101 First-Year Seminar: Introduction to Urban Studies

This course provides a survey of the field of Urban Studies, utilizing the city of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course will briefly revisit the experiences of previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social, political

and economic dilemmas which many urban dwellers in St. Louis now face. The course will reveal to students the intricacies of social welfare issues and policies among high density populations, in St. Louis, that are homogeneous and heterogeneous, at the same time. Visits and discussions with various governmental and nongovernmental agencies, and how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students will also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of Urban Studies for those who may be interested in pursuing a stand alone major in the field of Urban Studies. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L18 URST 124 Bridging London: An interdisciplinary Exploration of One of the World's Great Cities

This course provides a multi-disciplinary perspective on the past, present, and future of London. Topics include the historic roots of the city, the development of the British urban system, transportation and the shaping of the city; social, political, and economic dynamics of the Greater London Area; urban growth, decline, and revitalization; suburbanization; and the challenges facing the city in the 21st Century.

Same as L97 GS 124

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: IS

L18 URST 163 Freedom, Citizenship, and the Making of American Culture

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor.

Same as L22 History 163

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L18 URST 2020 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

Same as L98 AMCS 202

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

L18 URST 206B "Reading" Culture: Visualizing the American City

See the course listings for the current subject of this course. The topic changes from semester to semester.

Same as L98 AMCS 206

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC
BU: HUM EN: H

L18 URST 2091 First-Year Seminar: The City in Early Modern Europe

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course will examine how men and women, rich and poor, and established citizens and marginal groups tried to understand and manage life in the city. Their conflicting experiences and expectations created not only social and economic unrest but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

Same as L22 History 2091

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS

L18 URST 230 Topics in Urban America: The Sensory Landscape of the American City

This course foregrounds the interpretive and analytical approaches used in the study of American cities. The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns and evolution. Employing multiple perspectives, we interpret urban space as a product of culture, explore the city's importance in shaping American society, and investigate the ongoing evolution of the built environment. This course lays the basis for interdisciplinary thinking and research in American culture studies. The topic varies by semester. Please consult course listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS students.

Same as L98 AMCS 230

Credit 3 units. BU: BA, HUM

L18 URST 233 Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN:
H

L18 URST 258 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four

specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Same as L32 Pol Sci 258

Credit 3 units. A&S IQ: SSC EN: S

L18 URST 298 Practicum in Urban Studies

Practicum with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies advisor. Enrollment by permission of the instructor. Credit variable, maximum 3 units.

L18 URST 299 The Study of Cities and Metropolitan America

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from a historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities, examining the consequences of urban transformation on federal, state and local politics on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation; crime and punishment; issues of academic achievement and under-achievement; and the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl and health care among others, are viewed from the perspective of social justice by exploring social, political, economic, racial and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC
BU: BA EN: S

L18 URST 301C The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.

Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA,
ETH, HUM EN: H

**L18 URST 3025 Sports & Culture: Empire of Hoop:
Basketball as American Culture**

This is a topics course that focuses on instances of identity and culture within the American scope, and the topic varies by semester. See the course listings for a description of the current semester's offering.

Same as L98 AMCS 3025

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L18 URST 303 Independent Study in Urban Studies

Independent study with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies advisor. Enrollment by permission of the instructor.

Credit variable, maximum 3 units. EN: S

L18 URST 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3066 The American City in the 19th and 20th Centuries

This course will explore the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course will focus on New York, Chicago, St. Louis, Los Angeles and Atlanta, although other cities may be included. Students will conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities.

Same as L22 History 3066

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

L18 URST 308 Human Variation

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 307A

Credit 3 units. A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

L18 URST 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled

to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

L18 URST 313B Education, Childhood, Adolescence and Society

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.

Same as L12 Educ 313B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3141 Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only.

Same as L12 Educ 314

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L18 URST 315 Introduction to Social Psychology

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression and altruism, prejudice and stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. Prerequisite: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3206 Global Gender Issues

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L18 URST 3211 Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, firsthand accounts and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes and, to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: HUM EN: H

L18 URST 326 American Economic History

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and Econ 1021.

Same as L11 Econ 326

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3283 Introduction to Global Health

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L18 URST 3319 Health, Healing and Ethics: Introduction to Medical Anthropology

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Same as L48 Anthro 3310

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

L18 URST 3331 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 333

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L18 URST 3352 China's Urban Experience: Shanghai and Beyond

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L04 Chinese 3352

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L18 URST 3361 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 336

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L18 URST 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. Students are provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Same as L77 WGSS 343

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L18 URST 3472 Global Energy and the American Dream

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

L18 URST 348 Economic Realities of the American Dream

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3551 The Welfare State and Social Policy in America

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that compose it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions and policies related to work, poverty and inequality.

Same as L32 Pol Sci 3551

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L18 URST 360 Religion and the Modern Civil Rights Movement, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals,

with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L18 URST 3612 Population and Society

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.

Same as L48 Anthro 3612

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

L18 URST 3626 Adventures in Nosology: The Nature and Meaning of Disease

What is a "disease" and how do you diagnose one? What are "medicines" and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course considers the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African medical system as a baseline for comparison, the course then explores the nature of "nosology" (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course draws on ethnography, the history of medicine, bioethics and human biology to understand how these questions are asked and answered in different societies, times and places.

Same as L48 Anthro 3626

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI EN: S

L18 URST 3670 The Long Civil Rights Movement

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

L18 URST 375 Topics in Urban Studies

Prerequisites: URST 299 and junior standing.
Credit 3 units.

L18 URST 3755 Disability, Quality of Life & Community Responsibility

The increasing prevalence of disability presents major challenges for American society. Social participation can be a challenge for people with disabilities, while resources to address these needs tend to be limited. This course will begin by critically analyzing concepts of disability, Quality of Life, health and social participation. We will construct a framework for examining social participation and community resources across the lifespan. Public health, educational and environmental theories and methods will be applied to programs and services that aim to enhance quality of life with disabilities. We will analyze ecological approaches to enhancing social participation. Upon completion of this course, students will be equipped to analyze challenges and prioritize resources for individual and population health.

Same as L43 GeSt 375

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC BU: BA, HUM EN: S

L18 URST 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial questions that interest you, your mentor, or your employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Same as L82 EnSt 380

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L18 URST 3874 International Public Health

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Same as L48 Anthro 3874

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L18 URST 389A Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L18 URST 400 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S IQ: SSC, WI EN: S

L18 URST 4001 Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History

Interrogating Health, Race, and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous coursework in medical anthropology, public health, or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.

Same as I50 INTER D 4001

Credit 3 units.

L18 URST 4002 Internship in Interrogating Health, Race, and Inequalities

Internship in Interrogating Health, Race, and Inequalities is intended for advanced undergraduates who are enrolled in the course L48-4003 (Interrogating Health, Race, and Inequalities) and who have previous coursework in (medical) anthropology, public health, urban policy, or African and African-American Studies. The internship experience is designed to facilitate students' familiarity with research and evaluation strategies that **both **address structural factors shaping health outcomes and are sensitive to community needs and socio-cultural contexts. The internship experience will contribute to students' in-class understanding of the ways that race as a historically produced social interacts with other axes of diversity and social determinants to produce particular health outcomes. The course requires **permission from the instructor** and L48-4003 is the co-requisite.

Same as I50 INTER D 4002
Credit 1 unit.

L18 URST 403 Directed Study in Urban Studies

Directed study with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies advisor. Enrollment by permission of the instructor.

Credit variable, maximum 3 units.

L18 URST 4033 Video Microanalysis: Methods and Tools

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Prerequisite: Junior standing or permission of the instructor.
Same as L12 Educ 4033
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

L18 URST 404 Directed Readings in Urban Studies

This course consists of readings in urban studies that deal with a range of contemporary issues, focusing on cities and the surrounding metropolitan regions. It can be taken only under the direction of the director of the urban studies program. Prerequisite: permission of instructor. The student must be a declared major in urban studies. Consult program approval form.
Credit 3 units.

L18 URST 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L18 URST 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally. Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L18 URST 4101 Metropolitan Finance

This course is an interdisciplinary examination of fiscal policies in metropolitan regions and the related public policies that can make them better or worse places for living and working. A particular focus is on the financial structures and arrangements — both public and private — that support or hinder quality of life in urban spaces. Core topics of study include the potential impact of decentralized governments on metropolitan economic development, determination of optimal arrangements for sharing fiscal responsibilities among levels of government, evaluation of local revenue and expenditure decisions, and assessment of prospects and options for intergovernmental fiscal reform. The course is consistent in its approach to policy. Drawing on literature in sociology, education, public finance, community development, political economy and other related fields, the course readings and experiences explore how fiscal policies can and do affect urban dwellers and their well-being. This is a departure from many public finance courses. Such an approach leads to very different questions: How do liquor zoning regulations influence minority and nonminority children in schools? Should whites be paid to move into minority neighborhoods or vice versa? This approach to the study of metropolitan finance puts an emphasis on topics such as child care, public transportation, minimum wage, housing codes, street behavior, homelessness, incarceration, alcohol, sports stadiums, illicit drugs, tax abatements, water service, garbage collection, schools, higher education, sprawl and technological change, with consideration given to political, institutional and cultural factors. Students are required to attend hearings, meetings and other relevant functions associated with the development of public financial policy. Prerequisites: URST 299 and either junior standing or permission of the instructor.
Credit 3 units. A&S IQ: SSC EN: S

L18 URST 4102 Latin America and the Rise of the Global South

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in

the region; we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India; and we reflect on the changing role, meaning and relationships of the United States in the region.

Same as L48 Anthro 4102

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L18 URST 418 Studying the City: Approaches to Social Research

In this course we explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high-quality social research, regardless of their substantive interests. To develop these skills we read about methods, assess published research from a methodological perspective, and complete original research projects.

Credit 3 units. A&S IQ: SSC EN: S

L18 URST 4261 The Political Economy of Urban Education

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education and social stratification.

Same as L12 Educ 4621

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L18 URST 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.

Same as L12 Educ 4280

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L18 URST 4289 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on

data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Same as L12 Educ 4289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L18 URST 4361 Culture, Power and the State

This seminar surveys anthropological theory and ethnography of the nation-state. We will discuss how culture and power are interrelated in the formation of state institutions and ideologies, governance and violence, social and spatial inequalities, and citizen identities, daily lives, and movements for change. We'll read key theoretical works (Weber, Marx, Foucault, Gramsci, liberal political theory, feminism, and post-structuralism, among others) and contemporary ethnographies of the state. Anthropology's place in public debates on "culture" and violent crises of the state — from Iraq to the U.S. heartland — will be addressed at the end of the semester.

Same as L48 Anthro 4361

Credit 3 units. A&S IQ: SSC EN: S

L18 URST 4511 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Junior standing or permission of the instructor.

Same as L12 Educ 4511

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L18 URST 4512 Environmental Policy

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH
EN: S

L18 URST 455 Topics in Urban Studies

Prerequisites: URST 299 and senior standing.
Credit 3 units.

L18 URST 4601 Urban Economics

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.
Same as L11 Econ 460
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L18 URST 4607 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.
Same as L12 Educ 4607
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA,
HUM EN: H

L18 URST 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.
Same as L12 Educ 4608
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L18 URST 461B Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.
Same as L90 AFAS 461B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
UColl: ACS, SSC

L18 URST 4622 Labor and Labor Movements in Global History

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention is given to Latin American workers and labor movements. In particular, it examines the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Same as L97 GS 4622

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC
EN: S

L18 URST 465A Cities, Race and Development in Latin America

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None.
Same as L45 LatAm 465

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: BA, IS EN: H

L18 URST 472 Topics in Growth and Development

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population, human capital and labor market development, R&D and innovation, finance and growth, modernization and industrial transformation, world income disparities and poverty problems, institutions and political economy issues, environmental and social factors, and international trade and economic integration. Prerequisites: Econ 4011 and Econ 4021.

Same as L11 Econ 472
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L18 URST 476 The City in American Arts and Popular Culture, 1910-1940

From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor.

Same as L01 Art-Arch 475

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU:
HUM EN: H

L18 URST 482 Senior Thesis in Urban Studies

This course is required for students to complete the degree requirements in urban studies. Students discuss research methods and make regular research reports both to the instructor and for other students.

Credit 3 units.

L18 URST 4872 Colonial Cities and the Making of Modernity

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.

Same as L22 History 4872

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS
EN: H

L18 URST 4883 The Political Economy of Health

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: junior standing or above.

Same as L48 Anthro 4883

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 4891 Education and Public Policy in the United States

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features.

Same as L12 Educ 489

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S UColl:
ACS

L18 URST 498 Senior Capstone: Seminar in Urban Studies

Credit 3 units.

L18 URST 4981 Advanced Seminar: Historical Perspectives on Human Rights

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically oriented, human-rights-related topic of your choice.

Same as L22 History 4981

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L18 URST 499 Independent Work for Senior Honors

Credit variable, maximum 3 units. EN: S

L18 URST 4991 Senior Honors Thesis in Urban Studies

This course is required for students seeking college honors through urban studies. Students discuss research methods and make regular research reports, both to the instructor and for other students. Prerequisites: satisfactory standing as a candidate for senior honors and permission of thesis director.

Credit 3 units. EN: S

L18 URST 4992 The Business of Us All: Inequality in Theory and Practice

This course uses a transdisciplinary approach to discuss inequality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate health care; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity,

mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.

Same as I50 INTER D 4992

Credit 3 units. A&S IQ: LCD, SC EN: H

Women, Gender, and Sexuality Studies

Faculty and students in the Department of Women, Gender, and Sexuality Studies use an interdisciplinary approach to examine the construction of women, gender, and sexuality throughout the world. The interdisciplinary research and training in our department position our students to be thought leaders and agents in addressing inequality in all of its forms. Our graduates have gone on to work in fields such as business, entertainment, law, medicine, and social work. This community of scholars and activists is committed to doing the critical work of reimagining and producing a more inclusive future.

Among the first of its kind in the nation (est. 1972), the Department of Women, Gender, and Sexuality Studies at Washington University has emphasized the importance of gender and sexuality to such disciplines and interdisciplinary programs as philosophy, psychology, history, education, law, architecture, art history and archaeology, anthropology, political science, international studies, American culture studies, and studies in culture and languages.

Women, Gender, and Sexuality Studies students are often leaders in campus organizations that deal with issues concerning women, gender relations, sexuality, and health.

Phone: 314-935-5102
Email: wgss@wustl.edu
Website: <http://wgss.wustl.edu>

Faculty

Chair

Rebecca Wanzo (<https://wgss.wustl.edu/people/rebecca-wanzo/>)

Professor, Women, Gender, and Sexuality Studies
PhD, Duke University
(Women, Gender, and Sexuality Studies)

Core Faculty

Barbara Baumgartner (<https://wgss.wustl.edu/people/barbara-baumgartner/>)

Director of Undergraduate Studies and Teaching Professor
PhD, Northwestern University
(Women, Gender, and Sexuality Studies; English)

Heather Berg (<https://wgss.wustl.edu/people/heather-berg/>)

Assistant Professor
PhD, University of California, Santa Barbara
(Women, Gender, and Sexuality Studies; Feminist Studies)

Rachel Brown (<https://wgss.wustl.edu/people/rachel-brown/>)

Assistant Professor
PhD, The Graduate Center, City University of New York
(Women, Gender, and Sexuality Studies; Political Science)

Ivan Bujan (<https://wgss.wustl.edu/people/ivan-bujan/>)

Post-Doctoral Fellow
Northwestern University
(Women, Gender, and Sexuality Studies; Performance Studies)

Shefali Chandra (<https://history.wustl.edu/people/shefali-chandra/>)

Associate Professor
PhD, University of Pennsylvania
(Women, Gender, and Sexuality Studies; History)

Amy Cislo (<https://wgss.wustl.edu/people/amy-eisen-cislo/>)

Senior Lecturer
PhD, Washington University
(Women, Gender, and Sexuality Studies; German)

René Esparza (<https://wgss.wustl.edu/people/rene-esparza/>)

Assistant Professor
PhD, University of Minnesota, Twin Cities
(Women, Gender, and Sexuality Studies; American Studies)

Andrea Friedman (<https://wgss.wustl.edu/people/andrea-friedman/>)

Professor
PhD, University of Wisconsin-Madison
(Women, Gender, and Sexuality Studies; History)

Professors Emeritas

Mary Ann Dzuback (<https://wgss.wustl.edu/people/mary-ann-dzuback/>)

Associate Professor of Women, Gender, and Sexuality Studies, Education, and History (courtesy)
PhD, Columbia University
(Women, Gender, and Sexuality Studies; Education; History)

Linda Nicholson (<https://wgss.wustl.edu/people/linda-nicholson/>)

Susan E. and William P. Stiritz Distinguished Professor of Women's Studies
PhD, Brandeis University
(Women, Gender, and Sexuality Studies; History)

Additional Program Faculty

Jami Ake (<https://wgss.wustl.edu/people/jami-ake/>)

Senior Lecturer
PhD, Indiana University Bloomington
(Interdisciplinary Project in the Humanities; Women, Gender, and Sexuality Studies)

Andrea Nichols

Lecturer
PhD, University of Missouri-St. Louis
(Women, Gender, and Sexuality Studies; Criminology)

Trevor Sangrey (<https://wgss.wustl.edu/people/trevor-sangrey/>)

Lecturer
PhD, University of California, Santa Cruz
(Women, Gender, and Sexuality Studies; History of Consciousness)

Elisabeth Windle (<https://wgss.wustl.edu/people/elisabeth-windle/>)

Lecturer
PhD, Washington University in St. Louis
(Women, Gender, and Sexuality Studies; English)

Affiliate Faculty

Jean Allman (<https://history.wustl.edu/people/jean-allman/>)

J.H. Hexter Professor in the Humanities
PhD, Northwestern University
(History)

Susan Frelich Appleton (<https://law.wustl.edu/faculty-staff-directory/profile/susan-frelich-appleton/>)

Lemma Barkeloo and Phoebe Couzins Professor of Law
JD, University of California, Berkeley
(Law)

Nancy Berg

Professor
PhD, University of Pennsylvania
(Modern Hebrew Languages and Literatures)

Elizabeth Childs (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs/>)

Etta and Mark Steinberg Professor of Art History
PhD, Columbia University
(Art History)

Caitlyn Collins (<http://sociology.wustl.edu/people/caitlyn-collins/>)

Assistant Professor
PhD, University of Texas at Austin
(Sociology)

Rebecca Copeland (<http://ealc.wustl.edu/people/rebecca-copeland/>)

Professor
PhD, Columbia University
(Japanese)

Marion Crain (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=6613)

Wiley Rutledge Professor of Law
JD, University of California, Los Angeles
(Law)

Adrienne Davis (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=5768)

William M. Van Cleve Professor of Law
JD, Yale University
(Law)

Tonya Edmond (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Tonya-Edmond.aspx>)

Associate Professor
PhD, University of Texas at Austin
(Social Work)

Vanessa Fabbre (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Vanessa-Fabbre.aspx>)

Assistant Professor
PhD, University of Chicago
(Social Work)

R. Marie Griffith (<https://rap.wustl.edu/people/r-marie-griffith/>)

John C. Danforth Distinguished Professor
PhD, Harvard University
(Director, John C. Danforth Center on Religion and Politics)

Christine Johnson (<https://history.wustl.edu/people/christine-johnson/>)

Associate Professor
PhD, Johns Hopkins University
(History)

Elizabeth Katz (<https://law.wustl.edu/faculty-staff-directory/profile/elizabeth-d-katz/>)

Associate Professor
JD, University of Virginia
(Law)

Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)

Associate Professor
PhD, New York University
(Romance Languages and Literatures)

Rebecca Lester (<https://anthropology.wustl.edu/people/rebecca-lester/>)

Associate Professor
PhD, University of California, San Diego
(Anthropology)

Erin McGlothlin (<https://german.wustl.edu/people/erin-mcglathlin-0/>)

Associate Professor
PhD, University of Virginia
(Germanic Languages and Literatures)

Rebecca Messbarger (<https://rll.wustl.edu/people/rebecca-messbarger/>)

Professor
PhD, University of Chicago
(Romance Languages and Literatures)

Melanie Micir (<http://english.artsci.wustl.edu/people/melanie-micir/>)

Associate Professor
PhD, University of Pennsylvania
(English)

Angela Miller (<https://artsci.wustl.edu/faculty-staff/angela-miller/>)

Professor
PhD, Yale University
(Art History)

Patricia Olynyk (http://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk/)

Florence and Frank Bush Professor of Design and Visual Arts
MFA, California College of the Arts
(Art)

Shanti Parikh (<https://anthropology.wustl.edu/people/shanti-parikh/>)

Associate Professor
PhD, Yale University
(Anthropology; African and African-American Studies)

Anca Parvulescu (<https://english.wustl.edu/people/anca-parvulescu/>)

Professor
PhD, University of Minnesota
(English)

Nancy Reynolds (<https://history.wustl.edu/people/nancy-reynolds/>)

Associate Professor
PhD, Stanford University
(History)

Jessica Rosenfeld (<https://english.wustl.edu/people/jessica-rosenfeld/>)

Associate Professor
PhD, University of Pennsylvania
(English)

Julie Singer

Associate Professor
PhD, Duke University
(Romance Languages and Literatures)

Peggie Smith (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=7971)

Charles F. Nagel Professor of Employment and Labor Law
JD, Yale University
(Law)

Gaylyn Studlar (<https://fms.wustl.edu/people/gaylyn-studlar/>)

David May Distinguished University Professor in the Humanities
PhD, University of Southern California
(Film and Media Studies)

Lynne Tatlock (<http://complit.artsci.wustl.edu/people/lynne-tatlock/>)

Hortense and Tobias Lewin Distinguished Professor in the Humanities
PhD, Indiana University
(Germanic Languages and Literatures)

Karen Tokarz (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=448)

Charles Nagel Professor of Public Interest and Public Service Law
JD, Saint Louis University
LLM, University of California, Berkeley
(Law)

Corinna Treitel (<https://history.wustl.edu/people/corinna-treitel/>)

Associate Professor
PhD, Harvard University
(History)

Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)

Professor
PhD, Cornell University
(Romance Languages and Literatures)

Anika Walke (<https://history.wustl.edu/people/anika-walke/>)

Associate Professor
PhD, University of California
(History)

Gerhild Scholz Williams (<https://german.wustl.edu/people/gerhild-williams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
PhD, University of Washington
(Germanic Languages and Literatures)

Adia Harvey Wingfield (<https://sociology.wustl.edu/people/adia-harvey-wingfield/>)

Professor
PhD, Johns Hopkins University
(Sociology)

Colette Winn (<https://rll.wustl.edu/people/colette-winn/>)

Professor

PhD, University of Missouri-Columbia

(Romance Languages and Literatures)

Majors

The Major in Women, Gender, and Sexuality Studies

A Bachelor of Arts degree with a major or second major in Women, Gender, and Sexuality Studies (WGSS) requires a total of 27 credits, 21 of which must be taken in courses numbered 300 or higher. At least 18 of the 21 upper-level credits required for the major may only count for the WGSS major and may not be double-counted toward another major. Courses that count for the major should be registered as WGSS courses (i.e., with the WGSS designation, L77). All courses taken for the major must be taken for a grade, and students must earn a grade of C- or higher.

The following six requirements must be fulfilled through WGSS home-based or cross-listed courses taken at Washington University, unless otherwise indicated. The theory and methods/service learning requirements must be completed at Washington University. Students requesting an exception and who wish to transfer credits in the theory or methods/service learning category must petition the department chair or the director of undergraduate education, who will consider the request.

Only one course may fulfill two requirements (i.e., one class may double count for two of the six required areas). Students on approved study abroad programs may petition for one course to count toward one of these six requirements.

- 3 credits of an introductory-level course: WGSS 100B Introduction to Women, Gender, and Sexuality Studies. Students must file a copy of a paper from this course with the WGSS office (McMillan Hall, Room 210).
- 3 credits of a theory course
- 3 credits of a feminist research methods course or a community-engaged learning course. **Note:** Students who write an honors thesis must take WGSS 417W Feminist Research Methodologies and enroll in WGSS 499 Honors Thesis: Research and Writing to fulfill this requirement. Students who take L77 417W must submit a copy of their final paper from this course to the WGSS office (McMillan Hall, Room 210).
- 6 credits at the 400 level (courses taken in any of the above categories will satisfy this requirement) or an honors thesis. One of the 3-credit courses must be a home-based WGSS course; the second may be either home-based or cross-listed. Students should consult with their WGSS advisors for approval of their chosen courses and to ensure that one of the courses is home-based.

- 3 credits of a historical context course. This is a course that is home-based or cross-listed in WGSS that examines gender in a historical context. **Note:** A course that satisfies one of the previous four requirement areas in this list may also fulfill this requirement.
- 3 credits of an ethnic/global/racial context course. This is a course that is home-based or cross-listed in WGSS that examines gender in an ethnic, global, or racial context. **Note:** A course that satisfies one of the first four requirement areas in this list may also fulfill this requirement.

Optional WGSS Major Concentrations

A student majoring in WGSS may choose one of the following two concentrations within the major if the student's interests lie within these areas. The concentrations do not require additional courses; rather, the courses outlined in each track fulfill the WGSS requirements through a concentration of courses in one of the two tracks. One course can be double-counted for two of the following requirements. Only 6 units may be taken at the 100 or 200 level.

Politics Concentration

Introduction (3 credits); required for all majors:

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3

Race/Ethnicity/Politics (3 credits); choose one of the following (these courses can also be electives):

Code	Title	Units
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 383A	Topics in Women, Gender, and Sexuality Studies	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 421	From Mammy to the Welfare Queen: African-American Women Theorize Identity	3

Sexuality and Politics (3 credits); choose one of the following (these courses can also be electives):

Code	Title	Units
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 3014	Queering Citizenship	3
WGSS 3103	Sex and Money: Economies of Desire	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3

WGSS 3172	Queer Histories	3
WGSS 3211	American Religion, Gender, and Sexuality	3
WGSS 323A	Sex Trafficking	3

Non-U.S. Course (3 credits); choose one of the following:

Code	Title	Units
WGSS 312	Globalization and Gender	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 362A	Islam, Gender, Sexuality	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 437	Transnational Feminisms	3
WGSS 49SC	Incredible India!	3

Theory (3 credits); choose one of the following:

Code	Title	Units
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 371	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 4102	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 421	From Mammy to the Welfare Queen: African-American Women Theorize Identity	3
WGSS 429	Feminist Political Theory	3
WGSS 437	Transnational Feminisms	3

History (3 credits):

Choose from the WGSS course offerings in this area.

Methods (3 credits); choose one of the following:

Code	Title	Units
WGSS 417W	Feminist Research Methodologies	3
WGSS 444 & 444B	Sex and Gender in Public and Sex and Gender in Public (These are 1.5-credit courses that meet once a week during both semesters of the senior year and that will result in a capstone project exploring gender and/or sexuality and politics broadly conceived.)	3

Electives (6 credits); choose any WGSS courses, but one of the courses listed below is encouraged:

Code	Title	Units
WGSS 3012	Gender and Politics	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3211	American Religion, Gender, and Sexuality	3
WGSS 3410	Gender in Society	3
WGSS 348	Revolutionize It!: Second-Wave Feminism and the Struggle for a Radical Movement	3
WGSS 3561	Law, Gender, & Justice	3
WGSS 393	Gender Violence (If a student wants to take WGSS 3942 Community-Engaged Learning: Projects in Domestic Violence, this course must be taken first.)	3
WGSS 396	Gender and Social Class	3
WGSS 4363	Sex, Gender, and Power	3

Note: 6 credits for this concentration must be taken at the 400 level.

Health Concentration

Introduction (3 credits); required for all majors:

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3

Theory (3 credits); required for all majors:

Code	Title	Units
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3

History (3 credits); choose one of the following:

Code	Title	Units
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 414	Gender, Religion, Medicine and Science	3
WGSS 4990	History of the Body	3

Race or Non-U.S. Course (3 credits); choose one of the following:

Code	Title	Units
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 3201	Gender, Culture, and Madness	3
WGSS 389	The Global History of HIV/AIDS	3

WGSS 402	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
WGSS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3

Required Health Elective (3 credits); choose one of the following:

Code	Title	Units
WGSS 316	Contemporary Women's Health	3
WGSS 360	Trans* Studies	3
WGSS 393	Gender Violence	3

Methods (3 credits); choose one of the following:

Code	Title	Units
WGSS 417W	Feminist Research Methodologies	3
WGSS 444 & 444B	Sex and Gender in Public and Sex and Gender in Public (These are 1.5-credit courses that meet once a week during both semesters of the senior year and that will result in a capstone project exploring gender and/or sexuality and politics broadly conceived.)	3

Other Electives (9 credits):

Choose any WGSS courses.

Note: 6 credits for this concentration must be taken at the 400 level.

Additional Information

We strongly encourage and support students who wish to study abroad and will accept up to 9 credits from approved programs. Please contact Barbara Baumgartner, the WGSS Study Abroad Faculty Advisor about this option.

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory, theory, or methods/service learning requirements.

Students transferring to Washington University who wish to complete a major in WGSS may transfer no more than 9 credits of WGSS course work taken elsewhere.

Minors

The Minor in Women, Gender, and Sexuality Studies

Units required: 18 units, 12 of which must be taken in courses numbered 300 or higher. All minor courses must be home-based or cross-listed in Women, Gender, and Sexuality Studies (WGSS). All courses taken for the minor must be taken for a grade, and students must earn a grade of C- or higher.

We strongly encourage and support students who wish to study abroad and will accept up to 6 credits from approved programs. Please contact Barbara Baumgartner, WGSS Study Abroad Supervisor (bbaumgar@wustl.edu), about this option.

Required Courses

Individual programs are designed in consultation with an advisor in light of each student's interests and abilities, major course of study, and plans for the future. All courses must be home-based or cross-listed in WGSS.

Courses

Visit online course listings to view semester offerings for L77 WGSS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L77&crslvl=1:4>).

L77 WGSS 100B Introduction to Women, Gender, and Sexuality Studies

This course will provide an introduction to the major and concepts in the interdisciplinary field of women, gender and sexuality studies. We will examine the meanings attached to terms such as "man," "woman," "gay," and "sex." Topics discussed may include the history of feminist movements, masculinity, biological frameworks for understanding gender, intimate violence, sexual identities, and intersectionality. In each section, five seats are reserved for first-year students and sophomores, four seats are for juniors, and five seats are for seniors. Note: Section 1 is reserved for first-year and sophomore students only. Attendance on the first day of class is mandatory to reserve class enrollment.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L77 WGSS 102 Women in Science: An Introduction

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. The 2005 proposition by Harvard's President Larry Summers that women's innate differences explain why fewer women succeed in math and science suggests that women continue to face assumptions about their scientific competence. In addition to examining the history of women's participation in science, this class explores the continuing cultural and economic barriers to women interested in science. Starting with a historical overview of women in science, we look at the contributions of women scientists. We review the numbers of women in various fields with good representation, such as biology, and those with

few women, such as physics and computer science. Like the prestigious journal *Science*, we also explore whether women do science differently. This course is restricted to Women in Science Ampersand Program participants.

Credit 1 unit. Art: HUM EN: H

L77 WGSS 103 First-Year Seminar: Sex & Gender in the Gutter: An Introduction to Gender and Sexuality Studies Through Comics

This freshman seminar serves as an introduction to some of the history and concepts important in the field of gender and sexuality studies through graphic storytelling. Topics include the history of feminism in the United States, violence against girls and women, queer theory, intersectionality, and transnational feminism. Please be advised that while we will read comics — most of these texts are not for kids. We discuss traumatic issues and will look at some disturbing images. Please spend some looking at descriptions of the required texts and think about whether or not this class is for you.

Credit 3 units. A&S: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 104 First Year Seminar: Gender, Sexuality and Settler Colonialism

This course examines settler colonial societies through the lens of gender and sexuality. Central questions of the course include: How is colonialism a fundamentally gendered process? What is settler colonialism and how is it different from/similar to "extractive" or "franchise" colonialism? How does the social construction of "indigeneity" intersect with other social categories such as race, gender, class and sexuality? How have feminists responded to land dispossession from South Africa to Australia, the United States and Canada? How can queer and feminist subjects think about and respond to gender oppression in ways that account for Native sovereignty and ongoing forms of anti-Blackness? To answer these questions, we will examine how indigenous feminist scholars and organizers respond to historical and ongoing resource extraction, state violence, and land dispossession. Drawing on decolonial, queer, indigenous feminist, two-spirit and transnational feminist theories, we will compare settler colonial regimes and modes of social movement organizing across economic, cultural, political, and environmental spheres.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH

L77 WGSS 1135 First-Year Seminar: The World of Cleopatra

Cleopatra, the last queen of ancient Egypt, captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its

luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: CPSC BU: IS EN: H

L77 WGSS 2001 Doctors and Terrorists: The Fictions of South Asian America

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Same as L46 AAS 200

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L77 WGSS 205 Introduction to Queer Studies

This course offers an introduction to the topics, questions, and approaches that characterize the rapidly growing field of lesbian/gay/bisexual/trans/queer studies. Using an interdisciplinary approach, we will explore such topics as the relation between gender and sexual identity, the history of same-sex relations, homophobia and heterosexism, queer cultures, and LGBTQ politics, particularly in the United States. Our focus will be on asking whether and how "LGBTQ" functions as a coherent category of analysis or identity, and we will pay particular attention to differences (of race, age, gender, sexual practice, class, national origin, temperament, and so on) that are contained within and that often disrupt that category. This course is not open to students who have taken L77 203 or L77 3031.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L77 WGSS 206 Sexuality and the State: Introduction to Sexuality Studies

Taking Michel Foucault's idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the

way that we see bodies as gendered, raced, or able-bodied. In addition to looking at the relationship between sexuality and capitalism, religion, and nation, this course asks how these ideas are embodied in particular raced and gendered ideologies. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 207 Constructions of Black Womanhood and Manhood in the Black Community

This course introduces students to everyday and representational experiences of Black women and men. We will explore different understandings of Black gender through engaging scholarly work and creative texts/performances/visual representations. How is the construction of gender informed by race and other categories of difference (e.g., sexuality, class)? How might we gain a better understanding of how gender is (re)constructed within American society? What role does gender play in Black community politics and issues? This course is for first-year and sophomore students only.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 2118 First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation-building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the 20th century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores. Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L77 WGSS 214C Gender and Texts

Discussion of canonical and non-traditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity-formation, and how women have used the written word to change their social and imaginative conditions.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM BU: HUM EN: H

L77 WGSS 270A Sophomore Seminar: Globalization and its Discontents

The metanarrative of globalization and global inter-connections privileges the story of markets, growth, and mobility. That story is relentlessly optimistic, and simultaneously, devoid of an understanding of gender, sexual difference or race. In this course, we take a different approach. We discard the more conventional "metrics" of globalization by focusing instead on another equally global story: the manner by which human beings have been gendered and racialized over time. Doing so allows us to revisit globalization through its own deceptions, its interconnected secrets. We confront a different set of questions: how has intimacy shaped global mobility, what is the relationship between caste and MAMAA, between custom and the movement

of capital, between "slums" and scale, between outsourcing and incarceration, how does the normative family propel global racial regimes? Most crucially, how and why is the emotional and intimate story of globalization concealed? The seminar class utilizes a wide array of sources, historical documents, scholarly critiques, novels and film and largely considers the longer, global history of India as the case study. Our specific focus will be on the secretive interconnections of slavery, seclusion, settlers, servitude, surrogacy, and scholarship, as we take a deep dive into the disguises, and the more hidden aspects, of globalization. Credit 3 units. A&S IQ: HUM, LCD BU: BA, IS

L77 WGSS 280A Sex in Italian Culture and Media

Same as L36 Ital 280

Credit 3 units. A&S IQ: HUM, LCD

L77 WGSS 299 Independent Study: Internships

This course number is to be used for internships only.

Credit variable, maximum 3 units.

L77 WGSS 2991 Undergraduate Teaching Assistant

In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory-level Women, Gender, and Sexuality Studies course. Students can enroll in one course only after having obtained permission from a faculty member who is willing to supervise. Students do not engage in any grading but may serve in a variety of other capacities — as discussion leaders, in providing logistical support, or in otherwise assisting with the transmission of course material.

Credit variable, maximum 3 units.

L77 WGSS 3002 Feminist Fire!: Radical Black Women in the 20th Century

Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, dissemblance) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as well as organizations like the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.

Same as L90 AFAS 3002

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3003 Writing Intensive in Ancient Studies

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past. Same as L08 Classics 3003

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L77 WGSS 3012 Gender and Politics

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Same as L32 Pol Sci 3010

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3013 On Love and Intimacy: Theorizing Kinship in the Multiple

Love and intimacy are terms that have a lot of cultural cache. In this course, we analyze the ways in which intimacy has been embedded within certain discourses of privacy, rights and individuality. In addition to the couple form, we examine friendship, celibacy, therapy and relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course brings together history, critical theory and film to think through various expressions of intimacy and what it means to relate to the other. Prerequisites: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor. Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA, ETH EN: H

L77 WGSS 3014 Queering Citizenship

"Queering Citizenship" explores the fundamental question: is queer citizenship possible? The contestation of citizenship in the U.S. and transnationally makes this question unavoidable for queer and feminist scholars. Provincializing European political history and Western liberal democracy, students will use queer theory to consider the costs of exclusion from, as well as inclusion in, citizenship. We will consider how 'queerness' as a concept and queer theory as a method of analysis can inform our understanding of nationalism, democratic formations, citizenship, transnational labor flows, colonialism and capitalism. Students will also get at questions of the cultural specificity of queer's anti-normative critique. Topics of discussion include the ways gender and sexuality constitute the role of the citizen; the relationship between citizenship and labor; how citizenship is "performed"; grassroots organizing through alternative citizenships; the politics of transgender recognition; homonationalism; and queer complicity in settler colonial state violence and the ascendancy of global whiteness. We will also examine case studies of queer politics to compare different constructions of gender/sexuality/race across citizenship regimes. By the end of the course, students will be able to evaluate the strengths and weaknesses of citizenship regimes on multiple continents and identify political alternatives to existing, state-centric solutions to violence and marginalization. Pre-Requisite: L77 100B or consent of instructor.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 303 Gender and Education

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates.

Same as L12 Educ 303

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA EN: S

L77 WGSS 3031 Queer Theory

This course provides students with an interdisciplinary examination of the history, politics, and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, and bisexual and transgender people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, and so on. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition, and domestic violence in LGBT communities. Throughout the course, students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3041 Making Sex and Gender: Understanding the History of the Body

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we consider the changing historical perception of the body. The intersection of gender, race and class factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course also provides an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken WGSS 204. Prerequisite: any 100- or 200-level WGSS course or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 305A Literature and Consent

Same as L14 E Lit 305

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 308 Masculinities

This course critically examines the subject of masculinity through a number of themes including history, society, politics, race, gender, sexuality, art and popular culture. Interdisciplinary readings are drawn from the fields of sociology, anthropology, literature, history, art history and cultural studies. We will examine the challenges presented to "masculinity" (and a variety of responses) by the late 20th-century emergency of gender studies. Our goal is to come to a working definition of masculinity/ies and gain an understanding of some past, current and possible future masculine behaviors, mythologies, ideologies, experiences and identities. Previous course work in Women, Gender, and Sexuality Studies strongly recommended but not required. *Attendance mandatory first day in order to reserve your class enrollment.*

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 310 From Hysteria to Hysterectomy: Women's Health Care in America

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3101 An Intellectual History of Sex and Gender

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.

Same as L93 IPH 310

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3103 Sex and Money: Economies of Desire

This interdisciplinary course explores the connections between sexuality and money. First, we investigate the role of money in sexual life that appears to exist outside of the market. How does heterosexuality reproduce capitalism, and are there sexual formations that escape capitalism's reach? Can there be meaningful consent so long as there is rent to pay? How do economics, race, and colonialism shape desire? What is the role of money in dating and marriage, and should these be understood as forms of legalized prostitution, as Marxist feminists and sex workers have long suggested? Next, we turn to sex work to explore how explicit economic exchange shapes sexuality. What power dynamics does money engender, and how do sex workers navigate and subvert them? Is sex work merely an extension of the "work we do as women," as sex worker activists wrote in a 1977 manifesto? Finally, we close with the question of whether women have better sex under socialism. What economic systems make way for sexual liberation, and how might projects for economic justice center demands for better sexual futures?

Credit 3 units. A&S IQ: SSC, SC Arch: SSC, SSP Art: SSC BU: BA EN: S

L77 WGSS 3121 Topics in American Literature: Girls' Fiction

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 312W Topics in American and English Literature:

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials-ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and The Cohen brothers' *The Big Lebowski*) to the music of Nirvana and Public Enemy-in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.

Same as L14 E Lit 312W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 3130 Sexuality in Early Christianity

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Same as L23 Re St 3130

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L77 WGSS 3141 The Racial and Sexual Politics of Public Health

Race and sexuality have long been concerns of public health. From hygienic campaigns against Mexican immigrants in early-1900s California to the 1991 quarantine of Haitian refugees with HIV at Guantanamo Bay, race and sexuality have proven crucial to how society identifies health and, by extension, determines who is fit to be a citizen. This interdisciplinary course interrogates the intersections of race, sexuality, and medicine, discussing how each domain has been constitutive of the other

in the American context. Via feminist and queer theorizing, we will examine the political and economic factors under which diseases, illnesses, and health campaigns have impacted racial and sexual minorities over the last two centuries. An orienting question for the course is the following: How has the state wielded public health as a regulatory site to legitimize perceived racial differences and to regulate ostensible sexual deviations? Through primary and secondary sources, we will likewise explore the various forms of "health activism" undertaken by these very same targeted populations. Themes to be addressed will include the medicalization of racial and sexual difference; activism both in and against health institutions; and the roles of race, class, gender, sexuality, and disability in contemporary health issues. Case studies include the Tuskegee syphilis experiment; the sterilization of black, Mexican, Puerto Rican, and Native American women; the medicalization of homosexuality during the Cold War; and the role of mass incarceration in the diffusion of HIV. At a moment in time when access to health continues to be shaped by categories of social difference, understanding the role of public health in the normalization and subversion of racial and sexual hierarchies in the West is more pertinent than ever.

Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L77 WGSS 3152 Sex and Gender in Greco-Roman Antiquity

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Same as L08 Classics 3152

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA

EN: H

L77 WGSS 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians — Aeschylus, Sophocles, and Euripides — and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's

"Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

EN: H

L77 WGSS 315E Topics in Literature: Queer Love in Public

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 315

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

EN: H

L77 WGSS 316 Contemporary Women's Health

We identify and study a broad range of health issues that are either unique to women or of special importance to women. The roles that women play as both providers and consumers of health care in the United States will be examined. The interface of gender, race, and class and their impact on an individual's access to and experience in the health care system will be central concerns. Topics are wide-ranging and include discussions of breast cancer, mental health, cardiovascular disease in women, women and eating (from anorexia to obesity), reproductive issues (from menstruation to fertility to menopause), as well as the politics of women's health, gender differences in health status, the effect of employment on health, the history of women's health research.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:

BA EN: S

L77 WGSS 3171 Community-Engaged Learning: Gender and Incarceration

Since President Reagan declared the war on drugs in the 1980s, the numbers of women in prison have increased dramatically. Due to mandatory minimum sentencing requirements and increasingly harsh sentences for nonviolent offenses, the U.S. prison population has swelled to unprecedented numbers over the last few decades. While women are the fastest growing population in prison, men still make up the vast majority of prisoners, and the system is largely geared toward men and their needs. In this course, we will explore the historical treatment of and contemporary issues related to women and girls who get caught up in the criminal justice system. Through readings, films, reflective writings, and facility tours, we will explore the impact of incarceration on women and their families. Although our scope will be national, we will focus on the corrections system in Missouri. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement that will necessitate an additional four to five hours per week. There are several organizations with which we are partnering, and students will be assigned to one of these groups to work with for the entire semester. Moreover, there is a required all-day field trip to visit the women's prison in Vandalia, MO, and the men's prison in Bowling Green, MO. If students cannot commit to these out-of-class obligations, which are required to pass the course, they

should not register for this course. Prerequisite: Intro to Women and Gender Studies or Intro to Sexuality Studies. Juniors and seniors only. Waitlists controlled by the department; priority given to WGSS majors.

Credit 4 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3172 Queer Histories

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings — the internet as well as the academy, art and film as well as the streets — and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course examines the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L77 WGSS 3173 Community-Engaged Learning: Documenting the Queer Past in St. Louis

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.

Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3181 Gender, Sexuality and Power in Brazil

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression

and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study — with an emphasis on gender studies, history, and anthropology — will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Same as L45 LatAm 318

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

L77 WGSS 318A Topics in American Literature

Same as L14 E Lit 318

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 3191 Contemporary American Women Poets

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Same as L14 E Lit 3191

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

L77 WGSS 319A The Body in Brazil: Race, Representation, Ontologies

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Same as L45 LatAm 319

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

L77 WGSS 3203 Bodies Out of Bounds: Feminist and Queer Disability Studies

For many, "disability" seems like a concept with a relatively stable definition and a fairly straightforward relationship to questions of health and well-being. But in the past few decades, scholars and activists have begun to challenge the notion that disability is a tragedy to be medically prevented or inspirationally "overcome." These scholars have instead focused their attention on the social aspects of disability: how it came to be constructed as a category of identity, the physical and institutional barriers that have excluded disabled people from public life, and the distortion of disabled lives within the mainstream representation. More recently, writers have turned their attention to the way disability has been defined through norms of race, gender, and sexuality. These intersections will be the focus of this course. From the diagnoses of hysteria to debates over selective abortion and the recent proliferation of breast cancer memoirs, we will consider how the politics of disability has both complemented and complicated the usual goals of feminism. We will also explore some of the ways that disability studies as a discipline has redefined and in turn been shaped by the fields of queer theory, masculinity studies, and critical race theory. We will consider how deviant genders have been the target of medicalization, the relationship between "corrective surgery" and compulsory gendering, the desexualization and hypersexualization of disabled bodies, and the role that medicine has played in justifying colonial conquest and perpetuating racial inequalities. Prerequisite: any 100- or 200-level Women, Gender, and Sexuality Studies course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3206 Global Gender Issues

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society. Same as L48 Anthro 3206

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L77 WGSS 3211 American Religion, Gender, and Sexuality

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, pornography, funding for AIDS research, abstinence-only sex education, sexual harassment, same-sex marriage, abortion, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of adults and children as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts on gender and sexuality with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics and the law. Same as L57 RelPol 321

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L77 WGSS 3221 Girls' Media and Popular Culture

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture — how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 323 Selected American Writers: James Baldwin Now

Intensive study of one or more American writers. Consult course listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 323A Sex Trafficking

Sex trafficking is a complex social problem with multiple contributing factors that are largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race are among the social phenomena that contribute to sex trafficking/CSE victimization. In this course, we will examine the dynamics of sex trafficking on a local and global level from various feminist and political perspectives, with particular attention given to the sexed and gendered social and structural conditions that affect sex trafficking. This course will cover the extent and nature of the problem as well as current debates in the field, including demand, prevalence, experiences of survivors, types of sex trafficking, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. The course will also examine international, federal, and state legislation as well as organizational and grassroots efforts to prevent and respond to sex trafficking victimization. The aim of this course is to provide students with a holistic understanding of sex trafficking that is drawn from interdisciplinary sources and a variety of perspectives.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: CD

L77 WGSS 3282 Sexuality in Africa

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.
Same as L90 AFAS 3282
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L77 WGSS 330 German Literature II: Words & Works of Women

Credit 3 units.

L77 WGSS 330A Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.
Same as L57 RelPol 330
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 330S Topics in Gender and American Culture

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.
Same as L98 AMCS 330S
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA

L77 WGSS 3312 Topics in Politics

Credit 3 units.

L77 WGSS 3313 Topics in Gender & Religion

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights

movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.
Same as L32 Pol Sci 331B
Credit 3 units. BU: BA, ETH

L77 WGSS 335 Feminist Theory

This course begins by examining the 19th- and early 20th-century historical context out of which contemporary feminist theory emerged. We then turn to the 1960s and the emergence of the "Second Wave" of feminism. We focus on some of the major theories that developed during the 1960s, 1970s and 1980s and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990s. The last part of the course focuses on topics of concern to contemporary feminists — such as the family, sexuality and globalism — and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in L77 WS 500; contact the Women, Gender, and Sexuality Studies office for details.
Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L77 WGSS 337 Women's Literature: Before Thelma and Louise: American Women's Adventure Stories

American literature is filled with adventurers and adventure stories. Some of the most exciting tales were written by women. Their adventures include Mary Rowlandson's autobiography of her capture by and life with the Indians, E.D.E.N. Southworth's story of a 19th-century heroine who rescues imprisoned maidens and fights duels, and Octavia Butler's science fiction account of a 20th-century black woman who is transported back through time to an antebellum plantation. Until recently, American women authors and their stories were largely dismissed because they were perceived to focus on domestic concerns, which were seen as narrow and trivial. But the works of many women authors are far different from sentimental domestic fiction. In addition to looking closely at the historical and cultural conditions in which the narratives were written, we examine the ways in which these writers conform to and rebel against cultural prescriptions about femininity. Finally, we read some contemporary and current criticism about these works and American women's writing and discuss the politics of canon formation. Tentative Reading List: Mary Rowlandson, *The Captivity and Restoration of Mrs. Mary Rowlandson* (1682); *The Journal of Madam Knight* (1704); Catharine Maria Sedgwick, *Hope Leslie* (1827); E.D.E.N. Southworth, *The Hidden Hand* (1858); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Octavia Butler, *Kindred* (1979); Paule Marshall, *Praisesong for the Widow* (1983). Writing-intensive.
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM BU: HUM EN: H

L77 WGSS 338 Women and Technology

Examination of the effect of technology on women's lives and the power of technology from a feminist perspective. Focuses primarily on three areas: the effects of technology on women's experience in domestic and occupational settings, (e.g., housework technologies, the feminization of office work); the effects of reproductive technology on women, including artificial insemination, in-vitro fertilization, surrogate "motherhood," and

fetal sex selection; the effects of current and future technologies on the concepts of gender, sex, and relationships, including sex change/gender reassignment operations and prosthetics. Prerequisite: one course in women's studies, social thought and analysis, or philosophy, or permission of instructor. Credit 3 units.

L77 WGSS 340 Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM, HUM Art: HUM, HUM BU: HUM EN: H

L77 WGSS 3401 Performing Gender

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan and others help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up comedy and pop culture phenomenon. We raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multimedia performances and the representation of lesbian desire. Prerequisite: any 100-level WGSS course.

Same as L15 Drama 3301

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

L77 WGSS 341 Constructing Masculinities

The course will demonstrate the social construction of masculinities and men's lives in specific social and historical circumstances in Europe and America. Attention to various disciplines' contributions to the study of masculinities.

Prerequisite: either WS100B or WS208B or permission of instructor.

Credit 3 units. BU: BA

L77 WGSS 3410 Gender in Society

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

Same as L40 SOC 3410

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3416 War, Genocide and Gender in Modern Europe

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L77 WGSS 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L77 WGSS 345A Sexual Politics in Film Noir and Hardboiled Literature

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Same as L53 Film 345
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU:
BA EN: H

L77 WGSS 347 Gender and Citizenship: Writing-Intensive Seminar

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity or humanity? Prerequisite: previous course work in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken WGSS 210.
Credit 3 units. BU: BA EN: H

L77 WGSS 348 Revolutionize It!: Second-Wave Feminism and the Struggle for a Radical Movement

In this discussion-based course, we explore the complex, contradictory and profoundly multiracial history of the so-called "second wave" of the feminist movement (1960s-1980s). We will focus on those activists who understood themselves to be radicals and revolutionaries — women's liberationists, women of color (or third-world) feminists, and lesbian-feminists — as they collaborated and collided with each other. Among the questions we will ask are the following: What happens to our understanding of the second wave when we center the activism of African-American, Latinx, indigenous and anti-capitalist feminists? What were the promises and the pitfalls of a politics of "sisterhood"? How did sexual desire and sexual conflict shape both notions of identity and the movement on the ground? We will also consider the legacy of second-wave feminism for the politics of our time, including #MeToo, reproductive freedom, and the struggle for trans liberation. Prerequisite: L77 100B or permission of instructor.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 350B Topics: Global Italy: Race, Gender, Migration and Citizenship

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration, border politics and civic mobilization, gender struggles and networking, xenophobia

and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Same as L36 Ital 350
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU:
HUM, IS EN: H

L77 WGSS 352 Topics in Literature: Drama Queens: Cleopatra in Elizabethan England

Topics course which varies by semester.
Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L77 WGSS 3523 Topics in Literature: Queer Studies and Literature

Credit 3 units. EN: H

L77 WGSS 354 No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States

If boys and girls go to school together, why do we find so much sex-segregated extracurricular programming in the United States? Are there benefits? This course seeks to answer these questions by exploring the history of girlhood and girls' programming in the United States in the 19th and 20th centuries. We will explore the movement of girls' organizations from developing out of girls' exclusion from boys' clubs to a gradual emphasis on "empowering" girls. A critical examination of gender, sexuality, race and class will inform course discussions.
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3548 Gender, Sexuality & Communism in 20th-Century Europe

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.
Same as L22 History 3548
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L77 WGSS 355 Marxist Feminist Theory

From early single-issue approaches through current multicultural studies. For students with no background in literary theory the course introduces some major issues (e.g., discourse, identity, historicity); it focuses, however, on the difficult relations between constructions of class and of gender. Readings from Olive Schreiner, Sojourner Truth, Marx, and Engels to Chantal Mouffe, Ernesto Laclau, Susan Willis, and Catherine MacKinnon, including "nontheoretical" texts (fiction, verse, street murals, etc.) for relief and counterpoint.

Credit 3 units.

L77 WGSS 355A Topics in Korean Literature and Culture

This is a topics course on Korean literature and culture. Subject matter varies by semester; consult the current semester listings for the topic.

Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H UColl: CD

L77 WGSS 3560 Black Women Writers

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature.

Same as L90 AFAS 3651

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 3561 Law, Gender, & Justice

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU:

BA EN: S UColl: ML, SSC

L77 WGSS 3563 Queering the History of Health

This course identifies the key conceptual and methodological terrain pertinent to the historical development of the concepts of "health" "disease," and "ability." We will use an intersectional lens to trace various contingencies that produce a set of false binaries, including healthy, slender, responsible self v. the medically diseased, disabled, fat, and irresponsible other. Historically, these binaries have created and maintained social, political, and cultural inequalities and have been used as a powerful ideological weapon against queer and trans people of color, people with disabilities, people living with HIV/AIDS, fat people, and other people who do not/cannot embody normative race, gender, sexuality, and ability. However, as we will see, these inequalities, somehow counterintuitively, also enable a predisposition for a resistance, world-making, and political agency. While the course serves as an introduction to the key terms that surround the construction of "health" from the establishment of modern nation-states in the 19th century to the present, it is structured as a history of the present-it assesses how different notions pertinent to "health" shape our daily lives and inform the choices we make still today(?).

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA

L77 WGSS 358 Scribbling Women: 19th-Century American Women Writers

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women, and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon of American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing-intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 359 Topics in European History: Modern European Women

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographical focus is on Britain, France and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman"; women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers and factory hands.

Same as L22 History 359

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L77 WGSS 360 Trans* Studies

Trans* Studies is an interdisciplinary course that was previously named Transgender Studies. The new course title represents the development of the field and the identity in U.S. culture. In this course students engage with the following questions: When and why did the category gender emerge? What is the

relationship between sex, sexuality and gender? How have the fields of medicine and psychology dealt with gender? How have approaches to "gender dysphoria" changed over time? Why is LGBT grouped together as a social movement? What are the advantages and disadvantages of this grouping? What are the legal obstacles faced by people who resist normative gender categories? What legal obstacles are faced by people who transition from one sex to another? To what extent do U.S. citizens have autonomy over defining their gender or sex? How are trans people represented in fiction? What does it mean to apply transgender theory to interpret fictional accounts of trans? Any of the following are suitable (but not required) courses to take before enrolling in this class: WGSS 100B, WGSS 105, WGSS 205 or WGSS 3091.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 361 Women and Social Movements: Gender and Sexuality in U.S. Social Movements

This course examines the history of grassroots activism and the political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in -- and exclusion from -- political life. Key movements that organize the course units include, among others, the temperance movement, abolitionist movements, women's suffrage movements, women's labor movements, women's global peace movements, and recent immigration movements. Readings and discussions will pay particular attention to the movements of women of color as well as the critiques of women of color of dominant women's movements. Course materials will analyze how methods of organizing reflect traditional forms of "doing politics," and we will also examine strategies and tactics for defining problems and posing solutions particular to women. Prerequisite: Any 100- or 200-level Women, Gender, and Sexuality Studies course or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L77 WGSS 362A Islam, Gender, Sexuality

In this course, we examine major themes and debates around gender and sexuality in Islamic contexts, investigating how gender informs social, political, religious, and family life in Muslim cultures. We employ a chronological approach to these topics, beginning with the status of women in seventh century Arabia, to the period of Islamic expansion across Asia, North Africa, and the Iberian Peninsula, to the colonial period ending with the contemporary US contexts, wherein debates over the status of Muslim women in society have emerged with renewed vigor.

Same as L57 RelPol 362

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L77 WGSS 365A Topics in Modern Japanese Literature: Mirrors and Masks: Gender and Sexuality in Japanese Literature

This course will ask students to consider presentations of gender and sexuality in Japan throughout its literary history, beginning from its oldest and most foundational text, The Kojiki, and working up through modern literature, including pop culture such as manga and anime. Students will be asked to think critically across centuries by juxtaposing the ancient against the modern, and they will also be asked to critically consider terms like

"homosexual," "male," "queer," and a plethora of others as they relate to cultures so temporally, spatially, and philosophically removed from contemporary English-speaking context. How do we conceive of gender across time? What about sexuality? What counts as "queer" in a society with differently structured norms and conceptions of gender and sexuality? What are the dangers of fetishizing the Other and who counts as the Other, especially when taken into consideration alongside popular Orientalist views of East Asia? This class and all readings will be conducted in English, but Japanese versions of applicable readings will also be available through the library.

Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

L77 WGSS 366 Caste: Sexuality, Race and Globalization.

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15. Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

L77 WGSS 3666 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L77 WGSS 369A Reading Sex in Premodern England

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we ask: how does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, public —

inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels and scientific treatises. By learning how to "read sex" in premodern literature, students acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Same as L14 E Lit 369

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

L77 WGSS 371 Confronting Capitalism: Feminism, Work and Solidarity

This course explores the relationship between gender, the ideological construction of work and workers, and feminist mobilizations against labor exploitation. To interrogate how conceptions of the "ideal worker" are gendered, sexualized, and racialized, we will engage scholarship on affective and emotional labor; domestic and reproductive labor; migrant domestic work; neoliberalism and service economies; feminism and racial capitalism; sex work; disability justice; and feminist anti-work politics. Additionally, we will ask what is "new" about neoliberal capitalism, and how the relationship between citizenship, the state and the "ideal worker" has morphed in distinctly gendered and racialized ways over time. As part of this effort, we will engage feminist political theory that interrogates the relationship between radical democracy, justice and the market, drawing from Marxist feminist, liberal feminist, radical feminist, decolonial feminist and Black feminist thought. In the latter part of the semester we will examine how these various feminist approaches to work have addressed issues such as solidarity and organizing; legalization of sex work; the wages for housework campaign; internationalism; anti-racism and anti-capitalism; labor outsourcing; alternative economies; and U.S. imperialism. Prerequisite: Intro to WGSS or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC BU: BA EN: H

L77 WGSS 3725 Topics in Renaissance Literature

Same as L14 E Lit 3725

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 375 Topics in Women's History

Credit 3 units.

L77 WGSS 3751 Topics in Women's History: Women, Gender and Sexuality in Postwar America

We explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts include scholarly literature, memoirs, novels and film.

Same as L22 History 3751

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L77 WGSS 379 Gender, Religion and Secularism

This course considers how gender is constructed in the processes of distinguishing between religion and secularism. Students will be exposed to a variety of case studies that examine the specific dynamics of producing an oppositional difference between religion and secularism through attitudes toward gender roles, values, and commitments. This course is designed to help students examine how the assumptions about secularism as necessarily more freeing and equalizing for women become normative and make many religious women's claims to freedom, equality, and agency illegible.

Same as L23 Re St 379

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

L77 WGSS 383 Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture

Topic varies. Consult semester course listings for current offering.

Credit 3 units. A&S IQ: HUM, SC, SD Art: AH, GFAH BU: BA EN: H

L77 WGSS 383A Topics in Women, Gender, and Sexuality Studies

Topic varies. See semester course listings for current offering.

Credit 3 units. BU: BA

L77 WGSS 384 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood — such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite.

At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin, Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes, and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive course.

Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 385A Topics in Jewish Studies

Consult the Course Listings for the current topic. Note: L75 585A is intended for graduate students only.

Same as L75 JIMES 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L77 WGSS 3884 Regulating Reproduction: Morality, Politics and (In)justice

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction — which links individual bodies to the body politic — is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families are always bound up with broader, if obscured, economic, national and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGOs and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

Same as L48 Anthro 3884

Credit 3 units. A&S IQ: SSC, SC, SD EN: S

L77 WGSS 389 The Global History of HIV/AIDS

Most (if not all) of us have never known a world without HIV/AIDS. The potential risk of seroconversion has been integrated into sexual health education and popular media for more than three decades. At the same time, HIV has often been portrayed as either an issue of a minority (e.g., gay men, intravenous drug users, sex workers) or as existing "over there" in the Global South, overlooking the major crisis within the United States. This course tackles the history of HIV/AIDS as a global history of gender and sexuality between the Global North and the Global South. Throughout the course, we will consider major ethical questions regarding disease and control. Who gets to be a victim, and who is labeled a culprit? What actions should be pursued in the midst of an epidemic? Who controls the narrative about disease? We will look at international biopolitical practices by tracing the downward flow of researchers and specialists from the Global North to the Global South and the upward flow of scientific knowledge and capital. In this way, we will see how the Global South has played a crucial role in the perceptions, treatment, and profiting of HIV/AIDS in the United States and the Global North through the recent breakthrough in pre-exposure prophylaxis (PrEP), sold on the market as Truvada/Descovy. The course has three thematic sections: Discovery and Reaction, Politics and Activism, and Research and Health.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS

L77 WGSS 389A Furies and Die-Hards: Women in Rebellion and War

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.

Same as L97 GS 389

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, IS

L77 WGSS 393 Gender Violence

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context of international and domestic political activity. In each area, issues of race, class, culture and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Not open to students who have taken U92 (UCollege) WGSS 363.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 3942 Community-Engaged Learning: Projects in Domestic Violence

In this course, students explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence -- along with race and gender expectations -- shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Prerequisite: Intro to Women and Gender Studies or Intro to Sexuality Studies and Gender Violence (L77 393) or by permission of instructor.

Credit 4 units. A&S IQ: SSC, SC, SD, WI EN: S

L77 WGSS 3943 Violence Against Women Court Project

The seminar explores the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of readings, discussion and direct community engagement. Readings focus on the legal system and the ways domestic violence is confronted and how criminal justice interventions have responded to new theories and research about the nature of intimate partner violence. Particular attention is directed to the ways that issues of race, poverty, parenthood and sexual orientation influence the criminal justice response and shape the lives of abused women. Students participate in a court advocacy program to investigate the important discrepancies between theory and practice in the field. Students are required to take L77 WGSS 393 or have taken L77 WGSS 393 to enroll in the seminar.

Credit 1 unit. A&S IQ: SSC BU: BA EN: S

L77 WGSS 396 Gender and Social Class

Using St. Louis as a lens, the course focuses in on the development of class in the US and attempts to trace historically how class, race, sexuality, and gender influence each other and how this mutual influence shapes our society through immigration, gentrification, welfare, and work. Course readings present classical understandings of class and asks how these understandings are challenged when these other categories of identity are made prominent. Prerequisites: L77 100B, Introduction to Women, Gender, and Sexuality Studies, or permission of instructor. Attendance on the first day mandatory. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 397 History of Sexuality in the United States

Class will survey major themes in the history of sexuality in the U.S., from colonial era to present. Themes include conquest and sexuality; the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the construction of sexual identities and communities; and sexual politics at the end of the century. Prerequisite: none. Previous course work in U.S. history or women's studies helpful. Enrollment limited to 35.

Credit 3 units. BU: BA

L77 WGSS 3981 Undergrad Seminar in Gender & Literature: Junior Honors Seminar: Becoming Emily Dickinson

Credit 3 units.

L77 WGSS 399 Undergraduate Work in Women's Studies

Credit variable, maximum 3 units.

L77 WGSS 3991 Undergraduate Teaching Assistant

In this course, an advanced undergraduate can assist a faculty member in the teaching of an introductory-level WGSS course. Credit variable, maximum 3 units.

L77 WGSS 39F8 Gender and Sexuality in 1950s America: Writing-Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

L77 WGSS 4013 Queer of Color Critique: Sense and Sexuality

That sensation produces surplus, often uncontainable knowledge, is something that is beginning to be explored in various arenas of queer theory as an important component of queer of color critique. This seminar will explore different sensational arenas, the different possible critiques that they produce, and what this means for thinking about sexuality, gender, and queer theory. Throughout the course of the semester, we will explore sensation in multiple ways 1) as a diagnostic tool for understanding some of the different ways that race, gender, and sexuality intersect 2) as a way to trouble the dichotomy between interiority and exteriority to understand the ways in which orders of knowledge become imprinted on the body 3) as a mode of producing alternate forms of knowledge about gender, race, and sexuality. In addition to reading about different sensations and their relationships to politics and sexuality, this course will require students to think creatively as they attempt to write about sensation, sexuality, and politics. Ultimately, the purpose of this class is to examine sexuality and sensation as collections of embodied and politicized experiences. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 4014 Feminist and Queer Media Studies

This seminar serves both as an introduction to some of the foundational texts in feminist and queer media studies and a snapshot of recent scholarship in the field.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 402 Transnational Reproductive Health Issues: Meanings, Technologies, Practices

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power and sexuality.

Same as L48 Anthro 4022
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC
BU: BA EN: S

L77 WGSS 403 Race, Sex and Sexuality: Concepts of Identity

This course examines changes in the meanings of three concepts of identity — race, sex and sexuality — from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century challenges to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA

L77 WGSS 406 Queering Theory: Collaborating, Solidarity, and Working Together

This class aims to use theory to destabilize the concepts of race, sexuality, gender, disability, and academic methodology. This class will submerge you in some of the most influential texts in queer theory. The selected readings range across many disciplines, including biology, philosophy, anthropology, sociology, history, and cultural studies. The core premise of this class is that to queer something is to destabilize it. Therefore, not all of the readings will specifically be about gay, lesbian, bisexual, or transgender people. However, these readings will help any scholar in their future work in queer theory. Prerequisite: any 300-level WGSS class or equivalent or permission from instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 408A Nuns

Nuns — women vowed to a shared life of poverty, chastity and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Same as L23 Re St 408

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: BA EN: H

L77 WGSS 409 Gender, Sexuality and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance

and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC
EN: S

L77 WGSS 4102 Everyday Unruliness: Feminist and Queer Resistance

This course is interested in the ways ordinary people break rules, flout norms, and make trouble. We know that resistance manifests in social movements, militant activism, and direct confrontation, but it also comes through quieter acts of unruliness and noncompliance. Looking at power "from below," readings focus on everyday interventions in systems of control. Garment workers threaten "good pay or bum work," queers "fail" at reproductive heterosexuality, and shiftless people steal moments of leisure from a system that wants us either productive or dead. These acts may not be obviously political, but because people at the margins have so often been left outside (and also opt out) of formal politics, subtle resistance is particularly interesting for feminist and queer scholars. Everyday acts do threaten the status quo — otherwise, why would they be so rigidly policed? But questions remain. Throughout the semester, we will ask the following: What counts as resistance? What are its ethics? When is a bad attitude an act of rebellion, and does it matter if that rebellion is conscious? Does survival constitute resistance for those not meant to survive? On the other hand, for those subjects whose active engagement sustains the status quo, is withdrawal the more radical choice? Does the refusal of sociality constitute a form of resistance? Or are there ways to forge communities of mutual care that erode the status quo rather than reproduce it? Prerequisite: L77 110B (Intro to Women, Gender, and Sexuality Studies) or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA
EN: S

L77 WGSS 4112 Body and Flesh: Theorizing Embodiment

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthro 3201 or permission of instructor.

Same as L48 Anthro 4112

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L77 WGSS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses

to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes. Same as L48 Anthro 4134

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

L77 WGSS 414 Gender, Religion, Medicine and Science

Have you ever wondered why some topics are argued using religion as a guide, while others may approach the topic from what is perceived as a strictly scientific point of view? This course explores how and why gender and sexuality tend to be at the center of debates that pit Medicine and Science against Religion. Using feminist and queer scholarship, this course explores five hundred years of rhetorical strategies related to defining, or regulating, gender and sexuality. We will consider how much debates have changed from sixteenth-century Europe to 21st century United States by asking when, why and how either Medicine & Science or Religion influenced social thought and laws. Finally, we will consider how, and if, contemporary debates on vaccines are either part of the long history of debating bodily autonomy (as is the case with the other topics addressed in class), or if the conflict between religion, medicine and science in the modern era is new and distinctly different from past rhetorical strategies. Prerequisite: Introduction to Women, Gender and Sexuality Studies.

Credit 3 units. A&S IQ: HUM, SD BU: ETH, IS EN: H

L77 WGSS 4140 Topics in Feminist Philosophy: Feminist Epistemology and Philosophy of Science

L77 WGSS 416 The Politics of Pleasure

This 400 level seminar interrogates the concept of pleasure. Pleasure occupies a fraught space in feminist and queer theory. This course examines several ways that people have theorized pleasure as a space for politics, a space for conservatism, or a way to think about racialized difference. This course is not interested in defining what pleasure is, but it interrogates what the stakes of talking about pleasure have been within contemporary theory and culture. Beginning with an examination of pleasure in the context of early twentieth century sexology, this course looks at the sex wars of the 1970s, the turn toward pleasure as a space of protest, and ends by thinking of ways to imagine pleasure outside of current paradigms of sexuality. The course takes gender, race, and sexuality as central analytic components to understand how pleasure is defined and who has access to it. Either Introduction to Sexuality Studies or Introduction to Women, Gender, and Sexuality Studies are prerequisites.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L77 WGSS 417W Feminist Research Methodologies

Research is the foundation of academic knowledge and of much knowledge produced outside of the academy in think tanks, nonprofit organizations, social service agencies, corporations, and many other venues of economic and social activity. Informed by theory, and shaped by specific methods, research can and

does help to frame problems, contribute to policymaking, and evaluate the effectiveness of policies and programs. Research is employed in a variety of ways in the different disciplines within the academy and within different practices outside of the academy. This course examines the different ways in which research is conducted and examines the reasons for these differences and the ways in which they contribute to or hamper feminist goals. The course also explores the ways in which some research methods are privileged over others in hegemonic understandings of what counts as "research" and of what counts as "knowledge." The course examines how gender theory and feminist politics shape the kinds of research questions researchers ask, the types of materials and other information researchers use, and the ways researchers define our relationships with our sources of data, evidence and other information. Students are expected to reflect on and engage with feminist approaches to research in this course in order to develop and complete a detailed research proposal. Prerequisite: At least two courses in WGSS, including Introduction to WGSS or Sexuality Studies at the 100 or 200 levels and one 300-level WGSS course, preferably in feminist or queer theory. This class is a writing-intensive course. Credit 3 units. A&S IQ: SC, SD, WI

L77 WGSS 418C Sexuality and Gender in East Asian Religions

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen — both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 419 Feminist Literary and Cultural Theory

This course provides a historical overview of feminist literary and cultural theories since the 1960s and 70s, acquainting students with a diversity of voices within contemporary feminism and gender studies. Readings will include works of French feminism, Foucault's History of Sexuality, feminist responses to Foucault, queer (LGBTQ+) theory, postcolonial and decolonial feminism, feminist disability theory, and writings by US feminists of color (African-American, Asian-American, Latina, Native-American). The reading list will be updated each year to reflect new developments in the discipline. We will approach these readings from an intersectional and interdisciplinary perspective, considering their dialogue with broader sociopolitical, cultural, and philosophical currents. By the end of the course, students are expected to have gained a basic knowledge of the major debates in feminist literary and cultural studies in the last 50 years, as well as the ability to draw on the repertoire of

readings to identify and frame research questions in their areas of specialization. The class will be largely interactive, requiring active participation and collaborative effort on the part of the students. Students will be encouraged to make relevant connections between the class readings, everyday social and political issues, and their own research interests. NOTE: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above) or permission of the instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 4201 The Novel in the Feminine (Le Roman au Feminin)

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Same as L34 French 4201

Credit 3 units. Art: HUM

L77 WGSS 421 From Mammy to the Welfare Queen: African-American Women Theorize Identity

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

L77 WGSS 4221 Topics in Women and French Literature

In our modern interconnected society, it is not always easy for young people to define who they really are or to discover and fulfill their potential, but it is encouraged and facilitated through education, travels, social contacts, and even technology. However, this was not always so. In earlier times, individuals were often constrained by the prevalent social and moral values of their worlds, and they had a much harder time discovering their persona or fulfilling their needs and aspirations. This seminar explores the issues of self-discovery, initiation, and self-realization in the modern novel, including Balzac's "Eugenie Grandet," Stendhal's "Le Rouge et le Noir," Flaubert's "Madame Bovary," Mauriac's "Therese Desqueyroux," and Phillippe Grambert's "Un Secret." Prerequisite: French 308.

Same as L34 French 4221

Credit 3 units. Arch: HUM Art: HUM BU: IS

L77 WGSS 4231 Topics in American Literature I

Same as L14 E Lit 4231

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L77 WGSS 427 Technology and Feminist Practice: Gender Violence Prevention Tools

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Same as L93 IPH 427

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L77 WGSS 429 Feminist Political Theory

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 430A Divergent Voices: Italian Women Writers

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a

woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.
Same as L36 Ital 430
Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

L77 WGSS 432 Women Writers of the 20th Century

This course examines select novels, poetry and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro and Anna Banti. Special attention is paid to the historical, political and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity and the origins and development of contemporary Italian feminist thought and practice. Taught in English.
Same as L36 Ital 432
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

L77 WGSS 433 Feminist Theory

Advanced course in feminist theory. For specific content in a particular semester, consult course listings.
Credit 3 units.

L77 WGSS 4331 Topics in Feminist Theory: Feminist Philosophy

Credit 3 units.

L77 WGSS 4333 Women of Letters

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibility and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.
Same as L34 French 4331
Credit 3 units. Art: HUM

L77 WGSS 437 Transnational Feminisms

This course engages contemporary feminist theories from diverse transnational contexts, as well as the social movements and local resistances they inspire. Through engagement with key works of feminist theory, political manifestos, and creative works of resistance, we will explore how transnational feminist alliances and coalitions have contested and responded to gendered and racialized forms of exploitation, navigating and reshaping

territorial and social boundaries. We will engage with debates around the notion of a "global sisterhood"; tensions between universal and local feminist practice; the role of difference, nationality and culture in navigating the possibility of solidarity; the role of the internet in forging cross-border alliances; human rights-based activism; "women's" work; transgender inclusivity and transfeminisms. Part of our goal will be to ask how feminist theories from diverse geographical locations have influenced the politics of borders, movements for environmental justice, migrations and mobility, resistance to imperialism and the forging of alternative economies. We will also explore the gray areas existing in between binaries such as feminist/anti-feminist; local/global; home/away; global South/North; victim/agent; domination/dependency. Finally, we will ask how processes of knowledge-production take shape within different intellectual and political movements such as postcolonial feminism, decolonial and indigenous feminism, liberal and radical feminism, Marxist feminism and religiously-based feminisms.
Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L77 WGSS 441A Gender Analysis for International Affairs

Although for generations gender was ignored in theory and practice, it is a central but too often obscured dimension of the policy and practice of international affairs, relations, and development. In this transdisciplinary course, students take gender seriously as an analytical category and examine how masculinities, femininities, gender identities, and sexualities shape the construction, implementation, and outcomes of global governance, politics, economics, and interventions. By traversing both macro and micro levels, this course exposes students to diverse voices from around the world, which they utilize to conduct gender analyses of case studies relevant to their interests. Throughout, we will be mindful of (1) how gender functions in tandem with sexuality, class, race, religion, and ethnicity (intersectionality); and (2) how multidimensional identities morph historically, regionally, and culturally. The student builds a gender analysis toolkit and practices what Cynthia Enloe describes as "feminist curiosity," exploring the relationship between gender and power in various aspects of international affairs.
Same as L97 GS 4414
Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L77 WGSS 444 Sex and Gender in Public

This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors but required for students in the health or politics tracks. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.
Credit 1.5 units. A&S IQ: HUM, SC Arch: HUM Art: HUM

L77 WGSS 444B Sex and Gender in Public

This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to

build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors but required for students in the health or politics tracks. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.

Credit 1.5 units. A&S IQ: HUM, SC

L77 WGSS 4454 Irish Women Writers: 1800 to Present

Same as L14 E Lit 4454

Credit 3 units. Art: HUM

L77 WGSS 445A Japanese Fiction

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: Junior level or above or permission of instructor.

Same as L05 Japan 445

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L77 WGSS 4479 Senior Seminar in Religious Studies: Contemporary Approaches to the Study of Women and Religion

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L77 WGSS 4494 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern

Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Prerequisite: Junior level or above or permission of instructor.

Same as L05 Japan 449

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

L77 WGSS 4496 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior course work in literature/women's studies may be helpful. Prerequisite: Junior level or above or permission of instructor.

Same as L05 Japan 4491

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

L77 WGSS 4502 Women and the Medieval French Literary Theory

The Middle Ages constitute a beginning — a period when new languages and literatures came into being, along with Romanesque book — illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, Crusades for the Holy Land and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major genres: Marie de France's *Lais*, Chrétien de Troyes' *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous *Aucassin et Nicolette*, as well as *Fabliaux*, poetry of the Trouvères and Troubadours, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Same as L34 French 450

Credit 3 units. Art: HUM

L77 WGSS 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film

This course looks in depth at issues regarding women and gender in Korean literature and film. While it explores literary and cinematic representations of gender, the main goal of the class is to examine literature and film as sites for the very construction of

gender. Readings include contemporary literary and theoretical works, as well as historical texts from the Colonial period (1910-1945) and the Choson dynasty (1392-1910), in order to understand women's issues in the context of historical development. Through textual criticism and theoretical readings, some of the questions to be discussed are: What is "feminine" and "masculine" in Korean culture, and how do they change (if they do)? How do these formations and changes relate to literary and cinematic portraits of gender on one hand and to gendered conceptions of literature and cinema on the other? How do sociohistorical circumstances affect representations of gender? All readings are in English. Prior course experience in literature, film, or gender studies recommended. Prerequisite: Junior level or above or permission of instructor. Same as L51 Korean 455
Credit 3 units. A&S IQ: LCD EN: H

L77 WGSS 4551 Intersectional Identities in Medieval France

Were medieval French identities "intersectional"? What cultural evidence is there -- in literature, theatrical performance, the visual arts, and the artifacts of everyday life -- for such identity categories as "race," "sexuality," or "disability"? In this course, we will investigate medieval French imaginaries of the racialized, gendered, classed, and abled/disabled body, seeking to do the following: (1) understand the systems of power and privilege that undergirded medieval identities; (2) critique the contemporary perception of medieval Europe as an all-"white," male-dominated space; and (3) explore how contemporary critical identity studies can deepen our comprehension of medieval culture and how medieval materials can offer new insights into contemporary identity formations. This course will be taught in English, with a weekly discussion section in French for undergraduates enrolling for French credit. Prerequisite: French 325, French 326, Thinking-It-Through, or In-Depth. Same as L34 French 4550
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 457 Gender and Modernity in Latin America

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulations of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography. Same as L45 LatAm 457
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L77 WGSS 4601 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state, and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the Ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code — miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction — could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course explores films that challenged taboos, defied censorship, and caused outrage, ranging from films in the early 20th century that brought on the first attempts to control film content through to films released under the ratings system, which has exerted subtler forms of control. Required screenings. Same as L53 Film 460
Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC EN: H

L77 WGSS 4675 Beyond the Harem: Women, Gender, and Revolution

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies. Same as L22 History 4675
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

L77 WGSS 4711 Gender and Religion in China

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling. Same as L23 Re St 4711
Credit 3 units. A&S IQ: HUM, LCD

L77 WGSS 480 Topics in Buddhist Traditions: Gender and Sexuality in Buddhism

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.

Same as L23 Re St 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

L77 WGSS 481 Selected English Writers I

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult course listings.

Same as L14 E Lit 481

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L77 WGSS 483 Gender and Genre

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prerequisites: French 325 or 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Same as L34 French 483

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 4918 Advanced Seminar: Sexuality in the United States

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students will also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.

Same as L22 History 4918

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L77 WGSS 498 Supervised Reading and Research

This course is designed for students who are pursuing an independent study project as part of the department Honors Program. Students must apply to the department. May be repeated once. Prerequisite: senior standing and permission of the department.

Credit 3 units.

L77 WGSS 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Same as L22 History 4982

Credit 3 units.

L77 WGSS 499 Honors Thesis: Research and Writing

Enrollment in this course is limited to students accepted into the Honors Program. Petition for permission to enroll is available in the Women, Gender, and Sexuality Studies Office, McMillan Hall, Room 210.

Credit 3 units. EN: H

L77 WGSS 4993 Advanced Seminar: Women and Religion in Medieval Europe

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings — from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Same as L22 History 4993

Credit 3 units. A&S IQ: HUM, LCD EN: H

L77 WGSS 49MB Advanced Seminar: Women and Gender in Modern Caribbean History

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.

Same as L22 History 49MB

Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H

Writing

The English department offers a full range of courses in the writing of poetry, fiction, drama and various forms of nonfiction in addition to advanced courses in expository writing.

An English major with a special interest in writing may complete a major in English literature with a concentration in creative writing. Alternatively, a student may count up to 9 units of upper-division writing courses toward the English major.

The department also offers a minor in writing; this minor can be combined with any major, including the English major. In the latter case, students are advised to take English and American literature courses (designated L14 E Lit) exclusively for the English major and writing courses (designated L13 Writing) exclusively for the writing minor.

Except where noted, students are expected to receive a grade of C or better in each course.

Faculty

Chair

Vincent Sherry (<https://english.wustl.edu/people/vincent-sherry/>)

Howard Nemerov Professor in the Humanities
PhD, University of Toronto

Endowed Professors

Gerald L. Early (<https://english.wustl.edu/people/gerald-early/>)

Merle Kling Professor of Modern Letters
PhD, Cornell University

Stephanie Li (<https://english.wustl.edu/people/stephanie-li/>)

Lynne Cooper Harvey Distinguished Professor
PhD, Cornell University

Professors

Mary Jo Bang (<https://english.wustl.edu/people/mary-jo-bang/>)

MFA, Columbia University

Joseph Loewenstein (<https://english.wustl.edu/people/joe-loewenstein/>)

PhD, Yale University

William J. Maxwell (<https://english.wustl.edu/people/william-j-maxwell/>)

PhD, Duke University

Robert Milder (<https://english.wustl.edu/people/robert-milder/>)

PhD, Harvard University

Anca Parvulescu (<https://english.wustl.edu/people/anca-parvulescu/>)

PhD, University of Minnesota

Carl Phillips (<https://english.wustl.edu/people/carl-phillips/>)

MA, Boston University

Wolfram Schmidgen (<https://english.wustl.edu/people/wolfram-schmidgen/>)

PhD, University of Chicago

Abram Van Engen (<https://english.wustl.edu/people/abram-van-engen/>)

PhD, Northwestern University

Rafia Zafar (<https://english.wustl.edu/people/rafia-zafar/>)

PhD, Harvard University

Associate Professors

Guinn Batten (<https://english.wustl.edu/people/guinn-batten/>)

PhD, Duke University

J. Dillon Brown (<https://english.wustl.edu/people/j-dillon-brown/>)

PhD, University of Pennsylvania

Danielle Dutton (<https://english.wustl.edu/people/danielle-dutton/>)

PhD, University of Denver

William McKelvy (<https://english.wustl.edu/people/william-mckelvy/>)

PhD, University of Virginia

Edward McPherson (<https://english.wustl.edu/people/edward-mcpherson/>)

MFA, University of Minnesota–Twin Cities

Steven Meyer (<https://english.wustl.edu/people/steven-meyer/>)

PhD, Yale University

Melanie Micir (<https://english.wustl.edu/people/melanie-micir/>)

PhD, University of Pennsylvania

Jessica Rosenfeld (<https://english.wustl.edu/people/jessica-rosenfeld/>)

PhD, University of Pennsylvania

Julia Walker (<https://english.wustl.edu/people/julia-walker/>)

PhD, Duke University

Assistant Professors

Ama Bemma Adwetewa-Badu (<https://english.wustl.edu/people/ama-bemma-adwetewa-badu/>)

PhD, Cornell University

G’Ra Asim (<https://english.wustl.edu/people/gra-asim/>)

MFA, Columbia University

Anupam Basu (<https://english.wustl.edu/people/anupam-basu/>)

PhD, University of Wisconsin–Madison

Chris Eng (<https://english.wustl.edu/people/chris-eng/>)

PhD, City University of New York

Gabi Kirilloff (<https://english.wustl.edu/people/gabrielle-kirilloff/>)

PhD, University of Nebraska–Lincoln

Teaching Professors

Jennifer Arch (<https://english.wustl.edu/people/jennifer-arch/>)

PhD, Washington University

Amy Pawl (<https://english.wustl.edu/people/amy-pawl/>)

PhD, University of California, Berkeley

Senior Lecturers

Bethany Daniels (<https://english.wustl.edu/people/bethany-daniels/>)

MA, University of Missouri–St. Louis

Erin Finneran (<https://english.wustl.edu/people/erin-finneran/>)

PhD, Washington University

Phil Maciak (<https://english.wustl.edu/people/phillip-maciak/>)

PhD, University of Pennsylvania

Heather McPherson (<https://english.wustl.edu/people/heather-mcpherson/>)

MFA, University of Minnesota Twin Cities

Stephanie Pippin (<https://english.wustl.edu/people/stephanie-pippin/>)

MFA, Washington University

Martin Riker (<https://english.wustl.edu/people/martin-riker/>)

PhD, University of Denver

Writers-in-Residence

Kathryn Davis (<https://english.wustl.edu/people/kathryn-davis/>)

BA, Goddard University

Kathleen Finneran (<https://english.wustl.edu/people/kathleen-finneran/>)

BA, Washington University

Niki Herd (<https://english.wustl.edu/people/niki-herd/>)

PhD, University of Houston

Marshall Klimasewski (<https://english.wustl.edu/people/marshall-klimasewski/>)

MFA, Bowling Green State University

Director of Creative Writing Program

David Schuman (<https://english.wustl.edu/people/david-schuman/>)

MFA, Washington University

Professors Emeriti

Miriam Bailin

PhD, University of California, Berkeley

Wayne Fields

Lynne Cooper Harvey Chair Emeritus in English

PhD, University of Chicago

David Lawton

FAAH, PhD, University of York

Naomi Lebowitz (<https://complit.wustl.edu/people/naomi-lebowitz/>)

PhD, Washington University

Vivian Pollak

PhD, Brandeis University

Carter C. Revard

PhD, Yale University

Richard Ruland

PhD, University of Michigan

Daniel Shea

PhD, Stanford University

Gary Wihl

PhD, Yale University

Steven Zwicker

PhD, Brown University

Majors

Although the English department does not offer a writing major, the department does offer the option of completing an English major with a creative writing concentration. To complete the major, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction or creative nonfiction — and ultimately take a three-course sequence in that genre (i.e., 200-, 300- and 400-level courses); students will also take at least one course outside of the chosen genre. The concentration will not change the requirements of the English major and thus requires 6 additional credit units as compared with the regular English major.

Students interested in majoring in English literature with a concentration in creative writing should visit the English (p. 545) page of this *Bulletin* for additional information.

Minors

The Minor in Writing

The writing minor is fulfilled by completing 15 units of writing courses, no more than 6 units of which can be taken at the 200 level. At least one of the five courses selected must be Writing 311 Exposition or Writing 312 Argumentation.

With department approval, up to 6 units of journalism courses in writing or editing offered by University College can be counted toward the minor. An off-campus internship (Writing 298 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in writing.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 200-level Nemerov seminar (GeSt 211 Howard Nemerov Seminar I) may count as 3 units of 200-level work toward the writing minor. Two semesters of the 300-level Nemerov seminar may count as 3 units of 300-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

Students who wish to take a writing minor in addition to an English major are advised to take English and American literature courses (L14 E Lit) exclusively for the major and writing courses (L13) exclusively for the minor. (Please note: 100-level L13 classes do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing.

Courses

Courses listed on this page include L13 Writing (p. 1101) and L59 CWP (p. 1106) (College Writing Program). **Please note:** L59 courses and 100-level L13 courses do not normally count toward the writing minor.

Writing

Visit online course listings to view semester offerings for L13 Writing (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L13&crslvl=1:4>).

L13 Writing 103 College Writing: Writing, Literature, and Justice

This course seeks to develop the advanced reading, writing, and research skills that students need in a university setting. It uses classical texts of the western tradition to investigate the question of justice and to develop arguable claims through the careful analysis of evidence. The act of crafting arguments, we will assume, is implicated in the question of justice because arguments depend on an ethics of persuasion. We will learn how to practice such an ethics as we improve our ability to understand and utilize four crucial aspects of academic writing: evidence, analysis, argument, and research. Mastering these aspects will make us proficient in the difficult art of judgment. It will allow us to make sense of some of the most powerful literary statements about justice, from Sophocles to Shakespeare to Toni Morrison. Note: This course satisfies the first-year writing requirement for all divisions.

Same as L59 CWP 115

Credit 3 units.

L13 Writing 104 Writing Identity

Who are you? This simple question becomes ever more complicated the more closely you examine it. How should you define yourself? By ancestry, hometown, gender, cultural allegiance, ethnic background, nationality, sexual preference, social class, personal history, fashion sense, career aspirations, taste in music, or by some other category? This course will examine the complexities of identity as they have been

expressed in a wide variety of modern literary (and some philosophical) writings in order to develop the advanced reading, writing, and research skills that students need in a university setting. This course will satisfy the Writing 1 requirement. Credit 3 units.

L13 Writing 203 The Sentence in English

Though formal knowledge of English grammar is not always necessary for effective writing, learning it can help students understand how sentences are put together, and it can allow them to develop their own writing using a new set of skills. The Reed-Kellogg system of diagramming is a method of learning grammar by creating "pictures," or maps, of sentences. These pictures show the logical relations between words, phrases and clauses, and they illustrate the choices writers are making as they craft individual sentences. Using a recent textbook by Eugene Moutoux, we learn to diagram sentences both famous and ordinary, both contemporary and of historical interest. Our aims are (1) to learn both the "rules" and the peculiarities of English grammar, (2) to understand how the structure of a sentence can influence its meaning, and (3) to use this knowledge productively in crafting and revising our own prose. By the end of the course, students should be able to diagram just about any sentence in English, whatever the genre or time period, including their own. Extensive practice in writing and revising sentences gives students a consciousness of how grammar and syntax influence the meaning and effectiveness of their own writing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 205 Writing the Visual World

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

L13 Writing 211 Writing 2

This course invites students to pursue a writing project that centers on their own intellectual interests and that complicates their approaches to researched, creative and analytical work. Consult section description for details about specific class emphases. Limit: 12 students. Prerequisite: CWP 100 College Writing 1.

Credit 3 units. A&S IQ: HUM EN: H

L13 Writing 212 Rhetoric and Power

The study of rhetoric, one of the original seven liberal arts, is perhaps more relevant today, in a world where diverse opinions reverberate 24/7 from television and the internet, than in ancient times when rhetors invented arguments to help people choose the best course of action when they disagreed about important political, religious, or social issues. How do we make our voices heard? How can we invent and present compelling written discourse? This course introduces students to common rhetorical principles and to the disciplinary history of rhetoric and compositional studies. Assignments in this class include rhetorical exercise in invention and craft, imitations, and varied compositions, ranging from the personal to critical, from the biographical to argumentative. We examine rhetorical principles (audience, context, kairos, exigency, ethos, pathos, logos, and so forth) that are employed, for example, not only in literary analysis but in law, politics, education and science. We aim for a mastery of craft and a refinement of thought.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 213 The Long Essay

This course is designed for skilled writers who want to bring more complexity and depth to their style and content. Emphasis is on the innovation that can occur when we give sustained interest to our subjects in a long work. The class is particularly well-suited to students who wish to produce extended works of creative nonfiction, honors theses, or artist statements.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 220 Creative Nonfiction Writing I

A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction. While the course covers the major forms within the genre of creative nonfiction, including literary journalism, biography, profiles, nature writing and travel writing, special emphasis is given to personal essay and memoir. Prerequisite: CWP 100 College Writing I.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 221 Fiction Writing I

A course designed to introduce students to the fundamental craft elements involved in writing fiction. Prerequisite: CWP 100 College Writing I.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 222 Poetry Writing I

A course designed to introduce students to the fundamental craft elements involved in writing poetry. Prerequisite: Writing I.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 224 Playwriting

An introductory course in playwriting. Limited to 8 students. Prerequisites: CWP 100 College Writing 1 and permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 298 Journalism: Communications Internship

For students undertaking projects in newspaper or magazine journalism, in radio or television, or in business, government, foundations and the arts. The student must secure permission of the chair of the Undergraduate Committee, file a description of their project with the department and, at the end of the semester, submit a significant portfolio of writing together with an evaluation by the internship supervisor. Up to 3 units acceptable toward the writing minor, but cannot be counted toward the English major or literature minor. Prerequisite: CWP 100 College Writing 1. Must be taken credit/no credit.

Credit variable, maximum 3 units.

L13 Writing 300I Independent Study

This independent study in creative writing is for students who have taken the 200-level introductory course in the genre they want to focus on with the instructor. The whole syllabus should be directed toward developing the student's higher-level skills, among them the capacity to reflect on craft methods. It is strongly recommended that two to four multiple-page written assignments be assigned over the course of the semester.

Credit 3 units.

L13 Writing 305 Modern Humor Writing

This course will analyze and put into practice what makes good humor writing both good and humorous, from subject matter to the mechanics of setting up a punchline, from crafting an unexpected metaphor to perfecting the reversal.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:
H

L13 Writing 306W The Long Essay: Researched Writing

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L13 Writing 307 Writing and Medicine

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 309 Writing the Natural World

For students interested in the environment and natural sciences. This course brings together essays from a wide range of communities including biology, physics, medicine, environmental studies, creative writing and more. Readings and assignments are intended to enhance students' understanding of the relationship between writing and their experience/knowledge of the natural world. Major assignments allow students to follow, explore and write about their own unique interest in a related subject, and include a personal essay, an expository essay, and a researched argumentative essay, as well as peer review workshops, oral presentations, and revision. Students record and explore their own experiences of nature in short creative assignments that prepare them for the major papers. Prerequisites: CWP 100 College Writing 1 and junior standing.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 310 Guided Research in Composition: Theory and Pedagogy of One-to-One Writing Instruction

This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students analyze their own writing processes and learn how to help others through the writing and revision process. Readings and discussions focus on writing theory and pedagogy, and students practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 311 Exposition

This advanced writing course considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations. Prerequisites: CWP 100 College Writing 1 and junior standing. A note for students and advisors: When registering refer to WebSTAC for updated information on section times and available seats.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 3111 Exposition (Visual)

This advanced writing course emphasizes writing and visual analysis, asking students to examine important forms of visual media to develop a sophisticated sense of the strategies, techniques and the rhetoric of visual representation. Prerequisites: CWP 100 College Writing 1 and junior standing. Credit 3 units.

L13 Writing 3112 Exposition: Writing and Medicine

For students who have a particular interest in health, illness and medical care. Exposition is a course that considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course involves frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument and emphasis. Students in this special section of Exposition read essays, journalism and personal narratives about the experience of physicians and patients in the modern health care system. Students use expository writing to think critically and personally about their own experiences with illness and disease. Pre-medical students might use this opportunity to write and think about the anticipated rewards and challenges of the profession they hope to join.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 312 Argumentation

This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types and fallacies. Prerequisites: CWP 100 College Writing 1 and junior standing. A note for students and advisors: When registering refer to WebSTAC for updated information on section times and available seats.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 313A Topics in Composition

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 314 Topics in Composition

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. Consult section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: CWP 100 College Writing 1 and junior standing.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L13 Writing 320 Creative Nonfiction Writing 2

This course is aimed at undergraduates who have taken Nonfiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. Prerequisites: CWP 100 College Writing 1, Writing 220 Creative Nonfiction Writing 1.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 321 Fiction Writing 2

This course is aimed at undergraduates who have taken Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. Prerequisites: Writing 220, Writing 221.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 321J Mellon Undergraduate Fellows Seminar

Credit 1.5 units. A&S IQ: HUM, WI EN: H

L13 Writing 321S Mellon Undergraduate Fellows Seminar

Credit 1.5 units. A&S IQ: HUM, WI

L13 Writing 321W Mellon Undergraduate Fellows Seminar

Credit 3 units. A&S IQ: HUM, WI EN: H

L13 Writing 322 Poetry Writing 2

This course is aimed at undergraduates who have taken Poetry Writing 1 and wish to pursue both their development as poets and the study of craft in the context of a more rigorous workshop. Prerequisites: Writing 221, Writing 222.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 322W Kling Undergraduate Honors Fellowship Seminar

Credit 3 units. A&S IQ: HUM, WI EN: H

L13 Writing 323 Fiction Writing: The Short-Short, Sudden Fiction, and Microfiction

This course is aimed at undergraduates who have taken Fiction Writing 1 or Poetry Writing 1 and wish to further explore the craft of fiction through the medium of the short-short story. The course focuses on reading, writing and thinking critically about short-shorts.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 324 Fiction Writing: Coming of Age in the Short Story

A fiction writing course that explores coming of age themes.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 325 Poetry Writing: The Poetry of Travel

This course is offered for students who have taken Poetry 1 and are interested in further developing their craft.

Credit 3 units. A&S IQ: HUM EN: H

L13 Writing 326 Fiction Writing: Stories in the Suburbs

In the 1950s, the suburbs were still somewhat of a novelty in American culture — most people still lived in cities and small towns, or on the farm. Back then, Levitowns and the like were embraced with either gee-whiz optimism, or seen as sinister dystopias where youth, ideals and romance went to fester and die. But now that the American mainstream is stucco McMansions, strip malls and big box stores; now that the suburbs have become more ethnically diverse; now that literature is being generated from these places instead of just about them, how have stories set in the 'burbs changed? We read short stories written from the 1950s until the present day exploring this particular setting, and, through a series of exercises, workshops and our own short fiction, we explore the milieu as writers (whether we happen to be from the suburbs or not), always on the lookout for the unexpected in these familiar places.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 327 Creative Nonfiction: Personal Essay and Memoir

This is an intermediate course in writing creative nonfiction, with a concentration on personal essay and memoir. Prerequisite: Writing 220 Creative Nonfiction Writing 1.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L13 Writing 330 Fiction Writing: Fiction and Obsession

Desire is at the heart of fiction, from the forces that drive the decisions characters make to the ways stories work on us as readers.

Credit 3 units. A&S IQ: HUM EN: H

L13 Writing 331 Fiction Writing: Historical Fiction

A literature/creative writing hybrid course, students read a number of contemporary historical fictions and then write one of their own. We consider the ways in which these fictions inhabit, depart from and reflect upon the historiography and history they're built from — upon the indeterminacy of the historical record, and the limits of its reach — but we also discuss fiction's responsibility to historical "facts" and documents, and the relevance of fictions among nonfictions in approaching an event or figure. Prerequisites: CWP 100 College Writing 1, Writing 221 Fiction 1.

Credit 3 units. A&S IQ: HUM EN: H

L13 Writing 351 Introduction to Playwriting

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L13 Writing 352 Introduction to Screenwriting

Writers explore the various elements, structures and styles used in crafting a motion picture screenplay. They experience this process as they conceive, develop and execute the first act of a feature-length script. Writers create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers are encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class also explores the general elements of theme, genre and voice.

A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc., follows to support the ongoing writing process. In-class exercises aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work is shared and discussed regularly in class. Screening of film scenes and sequences provides students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.

Same as L53 Film 352

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L13 Writing 372 Music Journalism

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

L13 Writing 373 Cultural Journalism

In the Internet Age, journalism has migrated from traditional, or "legacy" institutions (book publishers, film & television production companies, newspapers) to digital versions of the same thing; however, the craft remains tied to its legacy models. The migration online has endangered certain ecologies of journalistic practice — in particular, arts journalism, especially criticism, the long-form investigative essay, and foreign reporting. The first two of these three fit under what we describe as cultural journalism, and our purpose in this class is to practice what have been cultural journalism's forms, at the same time as we inquire into the modes and genres that are its future.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

EN: H

L13 Writing 375 Political Writing

Defined most simply, politics is that which pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism and satire.

Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU:

HUM EN: H

L13 Writing 400I Independent Study

This independent study in creative writing is envisioned as more specialized than a 300-level course, with students intensively investigating a particular topic, theme, craft element, genre, and so on. Students should, along with the instructor, create an intensive reading list in the area of focus and complete a substantial creative project during the semester.

Credit 3 units. BU: SCI

L13 Writing 401 Writing for Children and Young Adults

In this course we examine various genres of writing for young people: poetry, fiction and nonfiction.

Credit 3 units.

L13 Writing 403 Dramaturgy Workshop

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics, and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturgs not only pursue the study of dramaturgy, but work actively and collaboratively with playwrights, actors and each other. Prerequisite: Drama 343. Same as L15 Drama 403

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L13 Writing 405 Rhetorical Theory: Problems and Methods

Credit 3 units. A&S IQ: HUM BU: HUM

L13 Writing 4131 Topics in Composition

Composition topics course — offerings vary from semester to semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 417 Prose Style in English: History and Craft

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 420 Advanced Nonfiction

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 421 Advanced Fiction Writing

For qualified students who wish to continue their creative writing and reading through immersion in an intensive fiction workshop. Students wishing to enroll must not only register but also submit a 15-page (double-spaced) fiction sample. The sample must include a cover page with: student's name, the semester they took Fiction Writing 2, and the name of the Fiction Writing 2 instructor. Submit samples to the English Department mailbox of the L13 Writing 421 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: CWP 100 College Writing 1, Writing 221 Fiction Writing 1, Writing 321 Fiction Writing 2.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 422 Advanced Poetry Writing

For qualified students who wish to continue their creative writing and reading through immersion in an intensive poetry workshop. Students wishing to enroll must not only register but also submit eight poems. The sample must include a cover page with: student's name, the semester he or she took Poetry Writing 2, and the name of the Poetry Writing 2 instructor. Submit samples to the English Department mailbox of the L13 Writing 421 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: CWP 100 College Writing 1, Writing 222 Poetry Writing 1, Writing 322 Poetry Writing 2.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 423 Proseminar in Writing: Nonfiction Prose

For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples.

Credit 3 units.

L13 Writing 424 Poetry Tutorial

These credits are available to students who have completed Writing 222 Poetry I and Writing 322 Poetry II. This is an opportunity for students who have already completed Writing 422 Advanced Poetry, or who are not able to take Advanced Poetry because of scheduling conflicts, to meet individually with the instructor to develop a portfolio of poems. During weekly meetings students explore various writing processes and revision techniques. There are directed readings and discussions of selected topics related to contemporary poetry and poetics. Credits may be taken concurrently with Advanced Poetry. Permission of the instructor is required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 431 Craft of Fiction

A literature/creative writing hybrid course; students read a number of contemporary historical fictions — an increasingly important and innovative genre — and then write one of their own.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 432 The Craft of Poetry

This course is for writers who wish to study long-form poetic composition and book arrangement. The major assignment will be to compose a poem or poetic sequence of considerable length. Gwendolyn Brooks ("The Anniad") and Theresa Hak Kyung Cha ("Dictee") will be chief among our guides. We will study how poets arrange their books, and we will also make a brief foray into the material history of the book. Texts by Rosa Alcalá, John Ashbery, Daniel Borzutzky, Barbara Guest, Lyn Hejinian, Lorine Niedecker, Alice Notley, George Oppen, Ed Roberson, Brian Teare, and Simone White will also be included. This course counts toward the creative writing concentration. Prerequisite: L13 322.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 440 Critic as Writer

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L13 Writing 4521 Advanced Screenwriting

This course is intended for students who have already taken Film 352 Introduction to Screenwriting. Building on past writing experiences, students explore the demands of writing feature-length screenplays, adaptations and experimental forms. Particular attention is paid to the task of rewriting. Same as L53 Film 452

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 4731 Advanced Playwriting

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project

that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft — i.e., the playground of language, nonverbal options, and the maintaining of "the work" through rewrites, readings, workshops and productions. Prerequisite: Drama 227 Introduction to Playwriting.
Same as L15 Drama 473
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 490 Creative Writing Capstone Seminar
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

College Writing Program

Visit online course listings to view semester offerings for L59 CWP (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L59&crslvl=1:4>).

L59 CWP 100 College Writing

This course teaches writing as a way of thinking and learning. Throughout the semester, students will explore writing as a creative and intellectual process. They will learn how to brainstorm, explore, and structure ideas on a page; share their writing and learn how to give and take constructive criticism; and learn how to revise their work, both for issues related to the paper's larger idea, and for issues related to grammar and style. By regularly working their way through the writing process, students will develop the habits and skills that make advanced study possible: paying close attention to the words and ideas of others; coming up with and responding to arguments of others; and refining a lucid style of prose that meets the expectations of the audience and occasion. This course satisfied the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 1001 Foundations of Academic Writing

This course may be required of some students before they take College Writing (placement to be determined by the department). Particular attention is paid to reading comprehension, critical thinking, organization of ideas and grammar. In some cases, students may be required to enroll in a 1-credit tutorial along with this course.
Credit 3 units. Arch: HUM Art: HUM EN: H

L59 CWP 111 College Writing: Ampersand Ireland

This College Writing course complements the two-semester program exploring the Literary Culture of Modern Ireland. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS.
Credit 3 units.

L59 CWP 112 College Writing: Citizen Scientist

Being a citizen of a modern democracy increasingly requires making decisions informed by our understanding of scientific consensus and the backing evidence. The stakes of these decisions range from the future of a warming planet to the benefits of vaccinations and GMOs to the persistence of racial bias and gender inequality. Even our daily diets are pushed and pulled by competing nutritional studies and their distortions in the media. Negotiating the volume of news and "fake news," the available academic research, and the influence

of special interests can be daunting -- particularly when we try to reflect on our own blind spots and knowledge gaps. Citizen Scientist uses these and other topics at the intersection of civic responsibility and academic research to introduce students to college writing. The course will teach students to analyze, research and generate scholarly arguments as they deepen their understanding of the dynamic interaction between public opinion, government policy, political activism, science journalism, citizen science, and the research university. This course satisfies the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 113 College Writing: Dreams & Nightmares

This course is an opportunity to explore and experiment, to dwell in uncertainty and inquiry, and to entertain confusion before resolution. Whether your area of interest is the psychology of dreams, monsters, memory, desire, cognition and neuroscience, or the underbelly of the American Dream, you will find room to interrogate subjects, both real and imagined, as well as texts and theories that destabilize categories, embody possibility, and threaten established order. This course satisfies the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 114 College Writing: Writing Identity

What defines who we are and who we may become? How do class, gender, race, sexuality, and other social forces shape our identities? In what ways are our identities inherent or constructed, claimed or ascribed? In this course, we explore these and similar questions through the work of creative and critical writers, artists, and thinkers. We study key concepts such as double consciousness, intersectionality, and performativity. We consider how social dynamics, power, and privilege affect the language we use and the lives we live. All along, through writing and research assignments and class discussions, we examine and interpret visual, literary, and critical texts in an effort to define, together, what identity is and why it matters. Note: This course satisfies the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 115 College Writing: Writing, Literature & Justice

This course seeks to develop the advanced reading, writing, and research skills that students need in a university setting. It uses classical texts of the western tradition to investigate the question of justice and to develop arguable claims through the careful analysis of evidence. The act of crafting arguments, we will assume, is implicated in the question of justice because arguments depend on an ethics of persuasion. We will learn how to practice such an ethics as we improve our ability to understand and utilize four crucial aspects of academic writing: evidence, analysis, argument, and research. Mastering these aspects will make us proficient in the difficult art of judgment. It will allow us to make sense of some of the most powerful literary statements about justice, from Sophocles to Shakespeare to Toni Morrison. Note: THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS.
Credit 3 units.

L59 CWP 116 College Writing: Place & Perspective

Place & Perspective is a writing course featuring readings on the subject of our environments, whether social communities, physical spaces, or even virtual realities. As a class and as individuals, students will be asked to respond to these sources with writing of their own, practicing the academic traditions

of interpreting, analyzing, criticizing, and researching. Most importantly, students will have the opportunity to write original works synthesizing and offering new views on what it means to live here in this world, to have a place in an ecosystem or a city, a house or a hospital. We'll study our local community, from perspectives in our classroom to the wider conversations across the St. Louis region as we discover and write about our surroundings. We'll foreground diversity in both in our class conversations and the writers we'll read, from issues of inequality to concerns of access and the responsibilities of citizens. The class will feature multidisciplinary perspectives in conversations with our faculty as they reflect on their experiences writing within and about places. We will consider how place-based thinking thrives across academic fields, from design thinking in art to systems science in engineering, from environmental policy in business to ethnographic writing in anthropology, to name a few possibilities. This course satisfies the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 118 College Writing: Technology & Selfhood

Writing is a technology that allows one to read the thoughts of others across space and time. Our course's theme -- technology -- is the subject matter that we will be reading to hone skills such as analysis, argumentation, and critical thinking. This does not mean that a student must be a budding technologist to succeed in this course, nor will this course seek to transform a student into one. Rather, this course treats "technology" in its broadest sense, from its root in the Greek *techne* (which means "craftsmanship," "craft," "art," or "rhetoric") to its contemporary definition as the realm of knowledge that deals with the mechanical arts and applied sciences. In writing about technology, we will consider perspectives across the university curriculum in order to better comprehend our relationship with our tools and to scrutinize the dynamic interaction, communication, and interdependence of different kinds of tools for various means of communication and representation. We will strive to think critically about ourselves as part of larger communities and systems by attending closely to the ways we communicate with and about others through technologies such as writing, film, and social media. In writing creative, analytical, argumentative, and researched essays, we will address responsible uses of technology and the effects that technologies have on different communities and individuals, and we will try to answer questions like the following: How does technology affect us when we use it? How do technologies intersect and affect one another? What roles does technology play in our everyday lives? What roles do we want it to play in our future? Note: This course satisfies the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 119 College Writing: Writing on Aging

Half of the current students' generation will see their 100th birthdays. This astonishing shift in demographics is one that affects each of us as individuals, as members of families, and as citizens. This writing course takes aging as its theme, sharpening our critical thinking through such practices as analysis, argumentation, and research while asking the following questions: How will we negotiate the changing goals and life circumstances that accompany a century of life? How will new technologies change how we live as individuals and as a society? How will our experiences and those who go before us shift how we imagine the possibilities open to our future selves?

We will read the work of essayists, critics, and theorists tackling these problems. In turn, we will engage our new longer future through our own creative and critical responses as well. This course satisfied the first-year writing requirement for all divisions.
Credit 3 units.

L59 CWP 120 College Writing: Text & Traditions

When we hear the word hoax today, the terms misinformation and fake news often follow, along with concerns that the very fabric of American society is being destroyed by the internet's ability to cloak falsehood as truth. And yet hoaxes have been around longer than the internet, and often do work beyond the realm of the political. Kevin Young writes in "Bunk: The Rise of Hoaxes, Humbugs, Plagiarists, Phonies, Post-Facts and Fake News" that the hoax is suited to America in a way that other places can only aspire to, with our fake-it-til-you-make-it hucksterism a kind of national ethos. In this course we look at a wealth of hoaxes, from those in art, which are often designed to shake our faith in institutions telling us what is valuable and to ask us to think for ourselves, to those of the newspaper wars of the 1800s, when outrageous scoops about the creatures who live on the moon helped sell papers to readers who were invited to enjoy, if not quite believe, the news. We will examine what we can learn from these historical and contemporary apolitical hoaxes, and how that knowledge can be brought to bear on those we see today, where hoaxes can fray trust in public institutions like the press, the government, and even the university. This course is linked to the Text & Tradition Focus seminar program. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS.
Credit 3 units.

L59 CWP 1511 Critical Reading and Analytical Writing

This course focuses on developing the reading and writing skills needed to excel at the college level. Students apply principles of logical argumentation in order to critically read argumentative writing. They then develop analytical essays in response to these arguments. Students write four main papers of two drafts apiece. At the same time, the course addresses the clarity and accuracy of students' written English through ample written feedback, occasional lessons devoted to language issues common among course participants, and occasional individual tutorial meetings. Placement by examination or permission of the College Writing Program.
Credit 3 units.

L59 CWP 199 Language Support for English Composition

This course is designed to support students concurrently enrolled in L59 1001 Foundations of Academic Writing. Course activities are tailored to address language issues that arise in students' writing for L59 1001. By raising students' awareness of their individual strengths and weaknesses in written English and by teaching systematic approaches to editing their own writing, this course helps students build independence in producing more polished works of academic writing in English.
Credit 1 unit.

L59 CWP 200 Writing Tutorial

Students may be required to enroll in the tutorial for concentrated practice in writing fundamentals under the guidance of a tutor in addition to taking College Writing. In these cases, satisfying the first-year writing requirement will mean receiving a satisfactory

grade in College Writing and receiving a passing grade in the tutorial. In some cases, students may be required to take the tutorial for 3 credit units after taking College Writing in order to satisfy the first-year writing requirement.

Credit 1 unit.

L59 CWP 201 Writing Workshop

This workshop focuses on engaging research, with all of the multiple meanings implied in the phrase's wordplay: engaging as interesting and interested; as active, responsive to and engaged with others. Just what we mean by engaging -- and by research, for that matter -- will be our topic of conversation all semester, and you should come prepared to contribute your views on that topic and to complicate your current understanding. Where possible, we will focus on practical, applied work with sources, which should provide a good foundation for advanced research and writing in your discipline, and we'll give some thought to the different methods by which different audiences and scholarly disciplines select, analyze, evaluate, incorporate, and document the works of others. Along the way, we will attend to the relationship between different kinds of research projects and the types of sources that suit them, and we'll practice techniques for drawing on the ideas and writings of others in responsible and engaged ways. Finally, we will grapple with the subtleties and complexities of Academic Integrity, attempting to understand not only the principles that govern responsible research but also the assumptions that underlie them. Ultimately, this course should enhance your ability to produce scholarly writing that not only draws on the voices and views of others responsibly, but that also speaks with its own distinct, engaging voice, that builds its own original arguments.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L59 CWP 202 The Essay: From Montaigne to The New Yorker

The essay has a storied past and present as well as a variety of purposes. In this course, we trace the history of this form, beginning with those long forgotten and not necessarily identified as essays and moving swiftly to present-day essays. We read works by such authors as Michel de Montaigne, Jonathan Swift, W. E. B. Du Bois, and Virginia Woolf, plus articles in 2020 issues of The New Yorker. We practice brief reflective and long formal essays, including a profile, a reportage, and a film review. By the end of the semester, students will have a good understanding of the essay's history and form and a good sensibility for writing it.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L59 CWP 203 Pump Up the Volume: Collaboration and Cultural Impact Through Podcasting

When you're walking to class or catching a shuttle, what's playing in your earbuds? Music, perhaps. Or maybe you're listening to one of the more than 800,000 podcasts available to stream at any given moment. From tracking the rise and fall of Theranos' founder Elizabeth Holmes to unapologetic musings about life from recovering addict and actor Dax Shepard, podcasts have never been more primed to take our ears, our minds, and our hearts by storm. In this course, students will examine this phenomenon and its value in our global-minded culture and put into practice the storytelling skills we will observe from a collection of podcasts by creating our own podcast episode. Together, we will find out what happens when you fuse creative impulse with rigorous research and let it loose on the airwaves.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L59 CWP 204 Food Writing Workshop: From Identity to Social Justice

From Proust's "madeleine moment" to rap songs about truffle butter and milkshakes, food is an enormous part of identity, status, and culture. As an object for analysis, food rests at the center of the intersection of race, class, gender, and more. This course will explore food from a variety of angles and, most importantly, as a mode of social justice. Based heavily on scholarly readings and weekly writing workshops, the course asks students to think and write critically about the role eating plays in their personal identity, the culture with which they or others identify, and as a way to enact equitable social change. Students will rely on analytical and research skills, with an emphasis on the idea that all writing is creative and can enact a meaningful paradigm shift, even if the subject is as seemingly innocuous as food.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM

L59 CWP 205 Conspiracy Theories and Online Hoaxes: The Rhetoric of Disinformation

Why do people believe in conspiracies, and what can we do to quell disinformation? This course will build on foundational information literacy skills by studying conspiracy theories and hoaxes that originate and are circulated online and that are then used for political advantage. Taking a multidisciplinary approach, we will read texts in composition and rhetoric, media studies, philosophy, history, sociology, political science, and psychology to understand how conspiracy theories, hoaxes, and other forms of disinformation are amplified through social media networks and come to be believed by millions. Working with case studies such as QAnon, climate change denial, the anti-vaccination movement, and the Flat Earth Society, this course will explore the rhetoric that convinces people to believe in disinformation and the networks that contribute to its proliferation while also studying ways to combat disinformation, from methods for debunking conspiracy theories and hoaxes to the actions that journalists, educators, and others can take to resist the spread of disinformation.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L59 CWP 206 Navigating New Media

"New media" is commonly defined as any media delivered digitally rather than in print form, and includes everything from a New Yorker article shared on Twitter to a Youtube influencer's latest vlog to an annual Spotify Wrapped list posted to Instagram. We engage new media everyday, but how does it shape the way we receive, share, and interpret information? How might it undergird our very sense of self? This course would focus on analyzing and interpreting new forms of media-specifically social media platforms like TikTok, Instagram, Facebook, Youtube, and Twitter, but also blogs, podcasts, and streaming platforms, all of which toward no small amount of recent scholarship has been dedicated. Taking these platforms seriously as forms of communication (and miscommunication) is crucial to being media literate today, and to understanding the power asymmetries inherent to almost any new media experience. Reading essays by scholars such as Safiya Umoja Noble, Slavoj Zizek, and Ian Bogost, along with writings by

culture critics like Malcolm Gladwell, Barrett Swanson, Safy-Hallan Farah, and Jia Tolentino, we will explore new media through a variety of interdisciplinary lenses, considering a cross-generational span of perspectives.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

L59 CWP 207 The Scholar and Social Change: Writing between Research and Political Urgency

While scholarship has a fraught relationship with timely action, some scholars understand and position their intellectual activities as promoting real-world change to bring about a more equitable and just future: By better understanding a seemingly intractable problem, we should be better able to empower others with actionable knowledge. And by better reflecting on the socio-political role of scholarship, we should be able to bridge the gap between knowledge and action. This composition course is devoted to reflecting on our role as members of both a scholarly community and a system beset by powerful interests working to preserve exploitative practices that degrade our health, our environment, and our dignity. Specifically, "The Scholar and Social Change" develops theoretical models and research strategies to investigate how overlapping histories of systemic oppression affect the production of knowledge and power. In seminar-style class discussion we will connect urgent affairs of the day to academic literature on environmental justice, critical race theory, postcolonialism, intersectionality, corporate disinformation, and neoliberalism. Ungraded research exercises will practice finding and making use of Supreme Court decisions, government research agencies, newspapers, and case studies on St. Louis and Washington University. Readings will include works by scholars reflecting on political action, modeling social engagement, and holding their own disciplines to account. As we read the authors on the syllabus -- including Naomi Oreskes, Keeanga Yamahatta-Taylor, Julie Sze, Nick Estes, Laura Pulido, Kendall Thomas, Gayatri Spivak, and Judith Butler -- we'll ask how scholarship can be a political vocation and what that may mean for us as writers and researchers. Assessment will include research essays, peer interviews, reflection posts, and oral presentations with graded draft workshops built into the class schedule. Considerable freedom will be given to students to craft their final research project on a topic consistent with the spirit of the class.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

Degree Requirements

The faculty of the College of Arts & Sciences believes each student should strive toward breadth and depth of study, as represented in the formal requirements. The faculty also believes that the primary responsibility for the selection of an academic program rests with the student, in consultation with academic advisors. This freedom of choice carries with it a corresponding responsibility for the consequences of such choices, and students are therefore expected to familiarize themselves with and meet the requirements detailed below.

Planning

The degree requirements for the Bachelor of Arts degree in Arts & Sciences are designed to provide students with strong and sustained training in writing and numerical applications; to enable students to construct a coherent program in which

courses reinforce each other in challenging and productive ways; and to take advantage of two distinctive features of the academic environment at Washington University: the strong tradition of cooperation among faculty working in different disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

The College of Arts & Sciences regards active student engagement in curricular planning as central to successful student learning. Each semester, students' advisors will help them develop a personalized academic plan that responds to what they have already learned about the university, about the structure and aims of intellectual disciplines, and about themselves.

By the end of the sophomore year, students must have declared a major and constructed and nominated an online curricular plan that will satisfy all of the following General Education requirements:

Core Skills

- A. **College Writing (3 units):** Students demonstrate proficiency in reading and writing English and begin to develop mature skills in framing and revising arguments by completing course work determined by the College Writing Program with a grade of C- or better. This requirement should be completed during the first year.
- B. **Applied Numeracy (3 units):** Students develop their skills in numerical applications by completing one of an approved list of "AN" courses with a grade of C- or better. Students often find that there is an AN course in their major field of interest. This course may also satisfy other degree requirements.
- C. **Social Contrasts (3 units):** Students take one course with primary emphasis on the formation, maintenance or impact of social categories such as race, ethnicity, gender, class, sexual orientation, religious affiliation, ability status or other categories. This course, which may be taken credit/no credit, must be selected from an approved list of "SC" courses; it may also satisfy other requirements.
- D. **Writing-Intensive Course (3 units):** To consolidate their written communication skills, students must take a writing-intensive course, preferably in their major field. The course, selected from an approved list of "WI" courses, must be completed with a C- or better; it may also satisfy other requirements.

Area Requirements

- A. Students must complete course work in each of the following academic areas:
1. Humanities (HUM): three courses totaling at least 9 units
 2. Natural Sciences and Mathematics (NSM): three courses totaling at least 9 units
 3. Social Sciences (SSC): three courses totaling at least 9 units
 4. Linguistic and Cultural Diversity (LCD): either three sequenced courses of at least 3 units each in a single foreign language or at least four courses designated "LCD" of at least 3 units each
- Up to 12 units of the area requirements may be taken credit/no credit.
- B. To achieve depth and coherence, students must complete three integrations in at least two of the four areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:
- Majors, second majors and minors
 - Ampersand programs
 - Designated study away programs
 - Integrated inquiries

For a detailed list of Integrations, visit the Course Listings website (<https://acadinfo.wustl.edu/CourseListings/IQ/Integrations.aspx>).

The Major

Students must complete a major of no fewer than 18 units of courses numbered 300 or above with grades of C- or better. Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. Students are strongly encouraged to complete a capstone experience in their major as a way of culminating their undergraduate education.

For more details regarding majors — including information about second majors, special majors and majors across schools — visit the main Arts & Sciences (p. 196) section of this *Bulletin*. For more information regarding specific departments' major requirements, visit the Majors pages (p. 1117) of this *Bulletin*.

Additional Requirements

- A. Students must complete 120 units with at least 30 units in advanced courses (numbered 300 or above). The 30 units in advanced courses may include the number of advanced units required for the major.
- B. Students must have an overall grade-point average of at least 2.0.

- C. Students must earn the final 30 units toward the degree at Washington University while enrolled in the College of Arts & Sciences. Students pursuing 3-2 degrees should follow the requirements laid out by their master's programs.
- D. Students must be recommended by the College of Arts & Sciences to the Board of Trustees.

Regulations

- A. No more than 24 units may be earned using the credit/no credit option, and no more than 12 of the 24 credit/no credit units may be for area distribution requirements.
- B. No more than 15 units of pre-matriculation credit may be counted toward the degree. Pre-matriculation sources include Advanced Placement (AP), International Baccalaureate (IB), British Advanced (A) Levels, and course credit earned by proficiency (i.e., back credit). Pre-matriculation sources may also include college courses taken after the sophomore year in high school but not applied toward the high school diploma. Credits earned via the High School Summer Scholars or High School College Access programs through University College are considered to be pre-matriculation units and are subject to the same regulation.
- C. Students may not earn more than 12 units toward the bachelor's degree (AB) in group and/or individual performance courses. Exceptions may be made for students majoring in departments that require a large number of performance courses for the major, such as dance, drama and music.
- D. No more than 12 units of work may be taken outside the College of Arts & Sciences during the first and sophomore years. Thereafter, additional work may be taken with the approval of the four-year advisor, provided that the student earns at least 90 units of credit in Arts & Sciences course work.
- E. No more than 18 units of credit in independent study may be applied to the AB; no more than 6 units of independent study may be attempted in a single semester.
- F. No more than 6 units of internship credit may be applied to the AB; no more than 3 units of internship credit may be attempted in a single semester.
- G. A student may receive no more than a total of two majors and one minor or one major and two minors.

Transfer Students

Transfer students will follow the requirements of the Integrated Inquiry Curriculum, outlined above. Where appropriate, previous course work may be applied to the distribution requirements based on the following guidelines:

- A. Transfer students who have not taken a college writing course at their prior school will take College Writing during their first year at Washington University. Students who have taken such a course may be eligible to submit a writing portfolio to the College Writing Program for evaluation. The program will review the portfolio to determine if the College Writing requirement has been satisfied or if the student must complete additional writing course work.
- B. The transfer advisors will evaluate a student's transcript on an individual basis. Generally speaking, a student transferring after one year at another school may count the other institution's course work toward the college's area requirements; however, the three required integrations must be completed through courses taken in residence.
- C. Transfer students must be enrolled for at least four consecutive full-time semesters, which may include an approved semester abroad program, to satisfy the residency requirement. They must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences, according to the following table. No more than 3 units per semester may be taken on a credit/no credit basis.

Semesters in Residence	Arts & Sciences Units in Residence	Total WashU Units in Residence
Seven semesters	78 units	105 units
Six semesters	69 units	90 units
Five semesters	57 units	75 units
Four semesters	45 units	60 units

Finalization of the Transcript

Conferral of the degree finalizes the student's academic record at Washington University. No changes can be made to the student's academic record after May 31 for a spring degree, October 31 for a summer degree, or January 31 for a fall degree. All students are strongly advised to obtain a copy of their final transcript, available for order from the Office of the University Registrar via WebSTAC (<http://webstac.wustl.edu/>).

Academic Honors & Awards

Dean's List: At the end of each semester, in recognition of exceptional scholarship, the college compiles a list of those students whose work has been particularly worthy of commendation. Students will be cited on the Dean's List if they complete a minimum of 14 units of graded work while achieving a grade-point average of 3.6 or higher for the semester. No incomplete or "N" grades may be outstanding as part of the semester record. All work must be completed and grades posted by the first day of the following semester in order to be considered for Dean's List. For spring semester courses, all work must be completed by the beginning of Summer Session II (typically mid-June).

College Honors: Upon assessment by the College Office, the AB with College Honors will be awarded to any student who achieves collegewide academic excellence as measured by a cumulative GPA of 3.6 or higher through eight semesters and who does not receive Latin Honors.

Latin Honors: To be eligible for Latin Honors, students must have maintained a 3.65 GPA through the sixth semester and must be accepted for candidacy by their major department or program. Latin Honors candidates must enroll in such courses as their department or program may require, satisfactorily complete a significant project appropriate to the nature of the discipline, and pass such written and/or oral examinations as the department or program may set. To earn such honors, candidates must also have maintained the minimum 3.65 GPA through the final semester.

Upon certification by the department that the Honors program has been satisfactorily completed, the student may be awarded the AB cum laude, magna cum laude, or summa cum laude according to the following proportions: The top 15% in overall GPA of the full cohort of Latin Honors candidates who complete the necessary requirements of their major departments will graduate summa cum laude; the next 35% magna cum laude; and the next 50% cum laude.

To be eligible for Latin Honors, transfer students must have earned a minimum of 48 letter-graded Washington University units. Grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Latin Honors.

Phi Beta Kappa: For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. The Washington University chapter, Beta of Missouri (established in 1913), strives to enhance worthy intellectual endeavors and to recognize individual achievement.

Candidates for Phi Beta Kappa should have demonstrated both superior scholarship and breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Extensive study in pre-professional fields detracts from candidacy.

Students do not apply for Phi Beta Kappa; rather, each year the Washington University chapter elects students into membership from the College of Arts & Sciences. The chapter also gives the annual Burton M. Wheeler Sophomore Book Award for distinguished achievement during the first three semesters. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies of their major fields. These honor societies include Sigma Gamma Epsilon for earth and planetary sciences students, Omicron Delta Epsilon for economics students, Delta Phi Alpha for German students, Phi Alpha Theta for history students, Sigma Iota Rho for international and area studies students, Pi Mu Epsilon for mathematics students, Mu Phi Epsilon for music students, Pi Sigma Alpha for political science students, and Psi Chi for psychological & brain sciences students.

Departments may recognize work a student has accomplished within the major by awarding the major with highest distinction, high distinction, or distinction.

In a number of academic fields, special recognition is given to students whose accomplishments have been exceptionally noteworthy. The majority of such awards carry modest monetary prizes and include the following, listed alphabetically by department:

- Best essay on any subject related to African-American culture and life in the United States (African and African-American Studies)
- Henry Hampton Prize for Best Civil Rights Essay
- James Baldwin Essay Prize for Best Essay on African-American Culture and Life in the United States
- Julius Nyerere Essay Prize for Best Essay on African Culture and Life
- Louis Lomax Journalism Prize in African and African-American Studies
- Ralph Bunche Prize for Best Political Science Essay about Africans or African Americans
- Sylvia Wynter Essay Prize for Best Essay on African Culture and Life Outside of the United States
- Lynne Cooper Harvey Undergraduate Writing Prize in American Culture Studies
- John W. Bennett Prize to the Outstanding Graduating Senior in Anthropology
- Mark S. Weil Prize for Distinction in Art History and Museum Practice
- Murphy Family Prize for Outstanding Honors Thesis in Art History and Archaeology
- Yale Book Prize for Distinction in Art History and Archaeology
- Harrison D. Stalker Prize in Biology
- Marian Smith Spector Prize for Outstanding Graduate in Biology
- John C. Snowden Prize for Outstanding Senior in Chemistry
- The Hemholtz Award in Chemistry
- The Lipkin Award in Chemistry
- The Wahl Award in Chemistry
- The Weissman Award in Chemistry
- Stanley Spector Memorial Award for Outstanding Paper in East Asian Languages and Cultures
- Ansehl Prize for Excellence in Chinese
- Yukiko Takahashi Prize for Excellence in Japanese
- Carl Conrad Prize for Excellence in Classical Studies
- Eugene Tavenner Prize for Excellence in the Study of Classics
- Edward Weltin Award for Excellence in the Study of Ancient History
- Liselotte Dieckmann Prize for Excellence in Comparative Literature
- William H. Matheson Prize for Excellence in Comparative Literature
- A.E. Hotchner Playwriting Competition Award
- Annelise Mertz Memorial Award for Outstanding Achievement in Modern Dance
- Ian D.W. Cramer Prize for Outstanding Achievement in Dance
- John J. Jutkowitz Memorial Prize for Outstanding Contributions in Performing Arts
- Margaret Ewing Memorial Prize for Outstanding Achievement in Acting
- Stephen H. Duncan Prize for Outstanding Achievement in Design and Technical Theatre
- Courtney Werner Memorial Prize for Outstanding Academic Achievement in Earth and Planetary Sciences
- Ernest L. Ohle Jr. Award for Outstanding Potential in Earth and Planetary Sciences
- Margaret E. Bewig Memorial Field Camp Award for Academic Merit in Earth and Planetary Sciences
- Adam Smith Prize for Excellence in Economics
- Hyman P. Minsky Prize for Excellence in Economics
- Olin Prize for Excellence in Economics
- Howard Nemerov Award Prize in Poetry
- James Merrill Prize for Poetry
- Julia Viola McNeely Prize for Poetry
- Norma Lowry Memorial Prize in Poetry
- Roger Conant Hatch Prize for Lyric Poetry
- F. Ward Denys Prize for Critical Prose
- Herbert E. Metz Prize for Literary Criticism
- Leanna Boysko Prize for Best Essay in English Literature
- Admussen Prize for Outstanding Senior Honors Thesis in French
- Cecilia L. Hospes Scholarship for Study Abroad in Germany
- David Bronsen Prize for Excellence in German Studies
- Raoul Wallenberg Prize for Excellence in Swedish Studies

- J. Walter Goldstein Prize for Best Senior Thesis in History
- Rowland T. Berthoff Award in History
- Shirley McDonald Wallace Prize in History
- Madeleine Albright Scholarship for Special Scholarly Achievement in International and Area Studies
- Outstanding Senior Honors Thesis in International and Area Studies
- The International and Area Studies Portfolio Prize
- Stone Prize for Excellence in International Studies Research
- Paul and Silvia Rava Prize for Excellence in Italian Studies
- David and Sarah Visenberg Prize for Outstanding Thesis in Jewish Studies
- Steven S. Schwarzschild Prize for Overall Excellence in Jewish Studies
- Martin Silverstein Award for Outstanding Student in Mathematics/Statistics and Probability
- Putnam Examination Prize for Mathematics
- Ross Middlemiss Prize for Outstanding Mathematics Major
- Antoinette Frances Dames Award for Productive Scholarship in Music
- Clare M. Westmont Award in Music
- The Friends of Music Award
- Lewis B. Hilton Award in Music
- Helen Stenner Memorial Essay Prize in Philosophy
- Nishi Luthra Prize for Outstanding Graduate in Philosophy
- Greg Delos Prize for Undergraduate Research in Physics
- Robert N. Varney Prize for Excellence in Introductory Physics
- Antoinette Frances Dames Prizes for Lower-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Upper-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Best Senior Honors Thesis in Political Science
- Arnold J. Lien Prize for Outstanding Graduate in Political Science
- Grossman-Alexander Prize for Outstanding Graduate in American Politics
- Robert H. Salisbury Prize for Initiative, Leadership, and Service in Political Science
- Todd Lewis Friedman Memorial Prize for Outstanding Work in Comparative or International Politics
- William Benton Parshall Prize for Outstanding Paper on Women in Politics
- Hyman Meltzer Memorial Award for Undergraduate Research in Psychology
- John A. Stern Award for Undergraduate Research in Psychology

- Louis G. Zelson Award for Outstanding Junior in the Spanish Program
- Sherman Eoff Prize for Excellence in Spanish
- Helen Power Women, Gender, and Sexuality Studies Award for Scholarship and Service

Academic Regulations

Attendance

Successful education at the college level depends to a large extent on regular attendance at classes and laboratories. The College of Arts & Sciences has no fixed rules for "cuts" or "excused absences" but leaves to the judgment of each department or instructor the number of absences of any kind a student may have and still expect to pass a course. The faculty expects each instructor to give reasonable consideration to unavoidable absences and to the feasibility of making up missed work. The student is expected to explain to instructors the reasons for such absences and to discuss the possibility of completing missed assignments.

Units and Grades

The grading system used by the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, to advisors and the College Office, to graduate and professional schools, and to employers to whom the student chooses to submit them. Grades are symbols of achievement in a particular endeavor and should not be confused either with achievement itself or with personal worth.

Grades are important, particularly for students with pre-professional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

Grade	Points per Unit
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
CR	Credit awarded, work not given finer evaluation
NCR	No credit awarded due to unsatisfactory work
I	Course work incomplete

W	Withdrawal
R	Repeat
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted
S	Satisfactory thesis work
U	Unsatisfactory thesis work

Grades earned in physical education courses are not included when calculating the student's grade-point average.

Auditing a Course

In any semester, a full-time student may register for one course as an auditor, which entitles the student to all of the privileges of a regularly enrolled member of the class; however, courses taken for audit do not earn credits and thus do not count toward the degree. Consult the instructor regarding the requirements of a successful audit, as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

Incomplete Grades

If a student experiences medical or personal challenges that make the satisfactory completion of course work difficult or unlikely, they may request a grade of Incomplete (I) from one or more instructors. In such a situation, the student should take the following steps:

1. Meet with the instructor before the final examination or due date for the final paper to discuss the request.
2. If the instructor consents, agree on the work remaining to complete the course and on a date when it will be submitted.

If these steps are not followed, the instructor is under no obligation to award a grade of I. Failure to submit completed work by the last day of classes of the next full semester will result in the I grade being changed automatically to a grade of F (or, in the case of a course being taken credit/no credit, to a grade of NCR). For spring semester courses, this will be the last day of summer classes, typically mid-August.

By action of the faculty of the College of Arts & Sciences and the ArtSci Council, the college limits the number of accrued grades of Incomplete (I). The policy is intended to protect the student from building an overwhelming burden of unfulfilled course work. The regulation reads as follows: "Students who accrue three or more Incompletes will not be permitted to enroll for any subsequent semester until the number is reduced to two or fewer." Should students have too many Incompletes, they will be declared ineligible for subsequent semesters until they have complied with the regulation. Compliance is normally achieved by the posting of grades online, but it also may be achieved by the professor(s) confirming to the College Office that the student has turned in all requisite assignments for the relevant class(es).

Pass/Fail Option

To encourage students to enroll in courses they might not otherwise take, the faculty has established the credit/no credit option under which a student may register for courses and receive a grade of credit (CR) or no credit (NCR). During any semester, a full-time student may enroll in one course under the credit/no credit option. A maximum of 24 units earned under this option may be applied toward the AB degree. Students must designate which course is to be taken under the credit/no credit option each semester at the time of registration. No change into or out of the option may be made after the dates designated in the dates and deadlines calendar, which is published online in the Course Listings (<https://courses.wustl.edu>) each semester.

No more than 12 of the 24 units allowed for the credit/no credit option may be applied to area distribution requirements.

It is the student's responsibility to discuss with the faculty member what constitutes a successful pass/credit in a particular course. Although the pass mark is generally a C-, instructors have the discretion to set the pass mark higher in their individual courses.

The first-year writing course, the writing-intensive course, the applied numeracy course, and courses in the major and minor are excluded from the credit/no credit option. Pre-professional and prospective graduate students should also consider seriously the strong probability that professional schools may seek more definite grades than CR in courses that are required or strongly recommended for admission to professional or graduate study.

A few courses particularly designated by departments may require enrollment on a credit/no credit basis. When so required, students are permitted to elect an additional course to be taken credit/no credit but should consider carefully the consequences of that choice.

Reading Days and Final Examination Period

When registering for classes at Washington University, students commit to all course requirements, including the examination procedures chosen and announced by the course instructor. When selecting courses, students are advised to take note of all final exam information. Students anticipating conflicts in their final examination schedule should seek to resolve them with the relevant instructors before enrolling. Students should not register for courses that result in three or more final examinations on one day. If a student does so, the instructors are not obligated to offer an alternative exam.

Final exam days and times are subject to change. The most current final exam schedule information can be found on the Course Listings (<https://courses.wustl.edu>) website.

Minimum and Maximum Course Loads

The average course load necessary to fulfill the required 120 units for the bachelor's degree in a timely fashion is 15 units — typically five courses — in each semester. Except for students approved for a reduced course load through Disability Resources, students must attempt a minimum of 12 units to be considered full-time. Students may not enroll for more than 21 units without permission and an additional per-unit tuition charge. Any enrollment between 12 and 17 units is considered typical.

Courses in the college that require more preparation and class time than average — for example, foreign languages, mathematics and science — may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, students should consider taking fewer than 15 units of academic work in a particular semester and then balancing such intensive semesters with a modestly increased number of units in subsequent semesters.

Repeating a Course

Students whose performance in a course has not met their expectations are permitted to retake the course, receive a second grade, and have the letter R (denoting the retake) placed next to the grade for the first enrollment. All registrations will show on the transcript; however, only the grade and units of the final enrollment will be used to calculate the GPA.

Note: This procedure should be reserved for serious cases, such as a grade of D in a course required for the major.

Regulations: Although courses initially taken credit/no credit (pass/fail) may be retaken for a letter grade, courses initially taken for a letter grade **must** be retaken for a letter grade. Credit earned in the original enrollment will not be revoked should a failing grade be earned in the second or subsequent enrollments. Except in the case of a retake of an unsuccessful audit, the retake policy will not be invoked if the grade option for any of the enrollments is audit.

Academic Progress

Students are expected to maintain the highest level of scholarship during their time at Washington University. At a minimum, students must meet the standards set by the faculty, as well as those mandated by the U.S. Department of Education. (Additional information about Satisfactory Academic Progress (<https://sfs.wustl.edu/resources/Pages/Satisfactory-Academic-Progress.aspx>) [SAP] is available from Student Financial Services.) Based on these standards, the College of Arts & Sciences requires that students complete a minimum of 12 units per semester with a minimum 2.0 semester GPA.

To determine if these standards are being met, all student records are examined at the close of each semester by the Committee on Academic Progress. At this time, each student's semester GPA is computed as the total grade points earned during the semester divided by the total letter-graded units attempted. At the same time, the cumulative GPA is computed as the quotient of the cumulative total of grade points divided by the cumulative total of letter-graded units attempted. The computations are made on the basis of the grade-point scale indicated in the Units and Grades (p. 1113) section above. Courses taken on a pass/fail basis are not included in these calculations. Each student's semester and cumulative GPAs are then reviewed along with other criteria to determine if a student will move from good academic standing to warning, probation or time away status. The College will work with students who are placed on warning, probation or time away status to develop a plan for achieving SAP within a set period of semesters.

Academic Warning

Academic warning is an early alert to the student and their advisors that additional support may be needed to maintain academic progress. Academic warning status may be applied the first time a student meets one of the following criteria:

- Student received a D or an F in a course
- Student successfully completed fewer than 12 units with a semester GPA or cumulative GPA between 2.0 and 2.5
- Student has a semester GPA or cumulative GPA above 2.0 with two incompletes
- Student earned lower than a C- in College Writing
- Student had two or more grades of incomplete for the term, regardless of current completion status

In order to be eligible to return to good academic standing, a student on academic warning must address the academic concerns identified by the Committee on Academic Progress. Students who fail to adequately address those concerns may be moved to academic probation or academic time away status.

Academic Probation

Academic probation represents significant concern regarding a student's academic progress. In the event that a student is placed on academic probation, the student will be expected to participate in an academic success program the following semester (e.g., progress counseling, student success course, mentoring). The student must complete an academic agreement to map out how improvement will be achieved. Failure to attend class or complete work in a timely manner may result in termination of enrollment for that semester.

Academic probation status may be applied when a student meets one of the following criteria for more than one term or meets multiple criteria in one term:

- Student received Ds or Fs in more than one course
- Student has two unresolved incompletes
- Student has a semester or cumulative GPA of less than 2.0 and earned fewer than 12 units
- Student did not earn the minimum required grade in any major-related courses
- While on warning, student received more than one final grade of D, F or I
- While on warning, student does not meet the requirements to return to good academic standing in the current term

In order to be eligible to return to good academic standing, a student on academic probation must address the academic concerns identified by the Committee on Academic Progress.

Students who fail to adequately address those concerns may be moved to academic time away status.

Academic Time Away

Academic time away requires that a student take a break from course work. This allows the student time to address matters that have significantly impeded their academic progress. This status may be applied when the student meets one of the following criteria:

- Student received Ds, Fs and/or Is in the majority of their courses
- While on probation, student received more than two final grades of D, F or I
- After having been on academic probation in the current or previous term(s), student does not meet the requirements to return to good academic standing in the current term
- Student has three or more unresolved incomplete grades (see the Incomplete Grades (p. 1113) section above)

Students may return from academic time away to the College of Arts & Sciences only when they demonstrate, under the conditions set for each individual case, a capacity to work productively at the level required by the college curriculum.

Leaves of Absence

Undergraduates in good standing at the completion of a term are eligible to take a leave of absence (LOA) by completing an LOA request. Students on LOA are assured reinstatement for the next two years. Before returning, students are asked to notify the College Office and submit a Reinstatement Form at least six weeks prior to the beginning of the appropriate term. The forms for requesting an LOA and reinstatement are available on the College's Policies & Procedures webpage (<http://arts.wustl.edu/resources/policies-procedures/>).

A student wishing to take a medical leave of absence (MLOA) must have a recommendation from Habif Health and Wellness Center and a completed MLOA request submitted to the appropriate dean in the College Office. A student wishing to return from an MLOA must have a recommendation from

Habif Health and Wellness Center and a completed MLOA reinstatement request submitted to the appropriate dean in the College Office. Upon reviewing the recommendations from Habif Health and Wellness Center and the student's file, the dean in the College Office will decide whether or not to grant the request for the MLOA and/or for re-enrollment. The required forms for an MLOA and reinstatement after an MLOA are available through Habif Health and Wellness Center (<https://shs.wustl.edu/FormsAndResources/Pages/Medical-Love-of-Absence.aspx>).

Transfer Credit

With preapproval, courses from accredited colleges and universities can be transferred to Washington University and will count toward a student's 120 units required for the Bachelor of Arts degree; such courses may also serve as prerequisites to advanced courses and may count, with prior departmental approval, toward a student's major or minor. They do not, however, substitute in Integrations or count toward other Arts & Sciences distribution requirements. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

For further information pertaining to transfer credit, matriculating first-year students should visit the Pre-Matriculation Credit (p. 196) section in this *Bulletin*; transfer students should visit the Transfer Students (p. 1109) section in this *Bulletin*.

Military Training

Army and Air Force ROTC programs are available at Washington University.

ROTC courses numbered I25 MILS 301C, MILS 302C, MILS 401C and MILS 402C and AFROTC courses numbered I02 MAIR 301, MAIR 302, MAIR 401 and MAIR 402 will be granted full credit toward the AB degree, for a total of 12 units. The courses do not count toward the 90 minimum Arts & Sciences units required for the Bachelor of Arts degree but will instead be categorized in the 30 maximum units that students may earn in courses taken from Olin Business School, the McKelvey School of Engineering, University College, or the Sam Fox School. These courses are letter graded and will count toward the GPA, as do courses from University College and the professional schools listed above.

ROTC courses numbered I25 MILS 101C, MILS 102C, MILS 201C and MILS 202C and AFROTC courses numbered I02 MAIR 101, MAIR 102, MAIR 201 and MAIR 202 will be granted 1 credit each for the Physical Training component, as commensurate with performance courses currently receiving credit toward the Bachelor of Arts degree, including courses listed under L28 Physical Education. Such courses will not count toward the GPA.

University College Courses

Students in the College of Arts & Sciences may enroll in course work offered by University College (<http://ucollege.wustl.edu/>) as long as they do not exceed one course per semester and a maximum total of 24 units. University College courses are subject to the degree requirement that stipulates only 30 units from any of the other schools of the university may be applied to the Bachelor of Arts degree. University College courses do not fulfill distribution requirements and can only count for a major or minor with approval from the relevant department. Students in the College of Arts & Sciences do not receive credit for online courses offered by University College.

Administration

Feng Sheng Hu, PhD (<https://artsci.wustl.edu/faculty-staff/feng-sheng-hu/>)

Dean of Arts & Sciences

Lucille P. Markey Distinguished Professor in Arts & Sciences

Professor of Biology and of Earth and Planetary Sciences

Erin McGlothlin, PhD (<https://artsci.wustl.edu/faculty-staff/erin-mcglathlin/>)

Vice Dean of Undergraduate Affairs in Arts & Sciences

Professor of German and Jewish Studies

For more information about the College's leadership and the advisory and administrative staff, please visit the Arts & Sciences Staff Directory (<https://artsci.wustl.edu/faculty-staff/staff/85/>).

Majors (directory)

Below is a list of majors offered by the College of Arts & Sciences. Visit a page below to view more information about a specific major. For the entire list of majors offered by all of the undergraduate schools, please visit the Majors (all schools) (p. 49) directory.

A

African and African-American Studies (p. 205)

American Culture Studies (p. 217)

Ancient Studies (p. 444)

Anthropology (p. 284)

Anthropology: Global Health and Environment (p. 284)

Applied Mathematics (p. 856)

Arabic (p. 329)

Archaeology (p. 334)

Art History and Archaeology (p. 344)

Astrophysics (p. 937)

B

Biology (p. 376)

Biology: Ecology and Evolution (p. 376)

Biology: Genomics and Computational Biology (p. 376)

Biology: Microbiology (p. 376)

Biology: Molecular Biology and Biochemistry (p. 376)

Biology: Neuroscience (p. 376)

C

Chemistry (p. 415)

Chemistry: Biochemistry (p. 415)

Classics (p. 444)

Comparative Arts (p. 456)

Comparative Literature (p. 456)

D

Dance (p. 470)

Data Science (p. 856)

Development/Global Studies (p. 680)

Drama (p. 480)

E

Earth and Planetary Sciences: Earth Science (p. 499)

Earth and Planetary Sciences: Environmental Science (p. 499)

Earth and Planetary Sciences: Planetary Science (p. 499)

East Asian Languages and Cultures (p. 508)

Economics (p. 518)

Economics and Computer Science (p. 518)

Economics and Mathematics (p. 518)

Educational Studies (p. 528)

Elementary Teacher Education (p. 528)

English Literature (p. 545)

English Literature: Creative Writing (p. 545)

Environmental Analysis (p. 568)

Environmental Biology (p. 376)

Environmental Policy (p. 949)

Eurasian Studies/Global Studies (p. 685)

European Studies/Global Studies (p. 689)

F

Film and Media Studies (p. 584)

French (p. 602)

G

Germanic Languages and Literatures (p. 620)

Global Asias/Global Studies (p. 691)

Global Cultural Studies/Global Studies (p. 697)

Global Studies (p. 625)

H

Hebrew (p. 709)

History (p. 723)

I

Interdisciplinary Project in the Humanities (p. 762)

International Affairs/Global Studies (p. 700)

Italian (p. 772)

J

Jewish, Islamic, and Middle Eastern Studies (p. 786)

L

Latin American Studies (p. 826)

Linguistics (p. 849)

M

Mathematical Sciences (p. 856)

Mathematics (p. 856)

Mathematics and Computer Science (p. 856)

Mathematics and Economics (p. 856)

Middle School Teacher Education (p. 528)

Music (p. 884)

P

Philosophy (p. 908)

Philosophy: Law and Policy (p. 908)

Philosophy: Philosophy of Science (p. 908)

Philosophy: Research (p. 908)

Philosophy-Neuroscience-Psychology: Cognitive Neuroscience (p. 923)

Philosophy-Neuroscience-Psychology: Language, Cognition and Culture (p. 923)

Physics (p. 937)

Political Science (p. 949)

Psychological & Brain Sciences (p. 972)

Psychological & Brain Sciences: Cognitive Neuroscience (p. 972)

R

Religious Studies (p. 1000)

Romance Languages and Literatures (p. 1025)

S

Secondary Teacher Education (p. 528)

Sociology (p. 1031)

Spanish (p. 1042)

Statistics (p. 856)

U

Urban Studies (p. 1060)

W

Women, Gender, and Sexuality Studies (p. 1074)

Minors (directory)

Below is a list of minors offered by the College of Arts & Sciences. Visit a page below to view more information about a specific minor. For the entire list of minors offered by all of the undergraduate schools, please visit the Minors (all schools) (p. 52) directory.

A

African and African-American Studies (p. 206)

American Culture Studies (p. 219)

Ancient Studies (p. 445)

Anthropology (p. 285)

Anthropology: Global Health and Environment (p. 285)

Applied Linguistics (p. 323)

Applied Microeconomics (p. 521)

Arabic (p. 330)

Archaeology (p. 335)

Art History and Archaeology (p. 346)

Asian American Studies (p. 372)

Astrophysics and Astroparticle Physics (p. 940)

B

Biology (p. 379)

Bioinformatics (p. 379)

Biomedical Physics (p. 940)

C

Chemistry (p. 417)
Children's Studies (p. 427)
Classics (p. 445)
Comparative Arts (p. 457)
Comparative Literature (p. 457)

D

Dance (p. 471)
Data Science in the Humanities (p. 763)
Drama (p. 481)

E

Earth and Planetary Sciences: Earth Science (p. 501)
Earth and Planetary Sciences: Environmental Science (p. 501)
Earth and Planetary Sciences: Planetary Science (p. 501)
East Asian Languages and Cultures (p. 509)
Educational Studies (p. 532)
English (p. 546)
Environmental Studies (p. 571)

F

Film and Media Studies (p. 585)
French (p. 603)

G

General Economics (p. 521)
Germanic Languages and Literatures (p. 621)
Global Film and Media Studies (p. 585)

H

Hebrew (p. 710)
History (p. 725)

I

Interdisciplinary Environmental Analysis (p. 571)
Italian (p. 773)

J

Jazz Studies (p. 886)
Jewish, Islamic, and Middle Eastern Studies (p. 787)

L

Latin American Studies (p. 827)

Legal Studies (p. 838)

Linguistics (p. 850)

M

Mathematics (p. 865)
Medical Humanities (p. 872)
Medieval and Renaissance Studies (p. 883)
Music — General Studies (p. 886)

P

Philosophy (p. 911)
Philosophy of Science (p. 911)
Philosophy-Neuroscience-Psychology (p. 925)
Physics (p. 940)
Political Science (p. 950)
Psychological & Brain Sciences (p. 978)

R

Religion and Politics (p. 989)
Religious Studies (p. 1000)
Russian Language and Literature (p. 1027)

S

Sociology (p. 1032)
South Asian Studies (Hindi) (p. 717)
Spanish (p. 1044)
Speech and Hearing (p. 1058)
Statistics (p. 865)

T

Text and Traditions (p. 763)

U

Urban Studies (p. 1061)

W

Women, Gender, and Sexuality Studies (p. 1076)
World Music, Dance and Theater (p. 906)
Writing (p. 1100)

Summer Session

The Summer Session in Arts & Sciences offers courses for current Washington University students and visiting students, including pre-college learners. Summer courses are scheduled over five separate sessions. Visit the Summer Session website (<https://summersession.wustl.edu>) for more information.

Enrollment Eligibility

WashU Undergraduate Students

Students who are already admitted to a degree program at Washington University in St. Louis may enroll in Summer Session courses provided they have a cumulative grade-point average of 2.0 or better. Any student who has been suspended or dismissed from (and not formally readmitted to) any school within Washington University may not register without the written permission of their former dean. In addition, students who have been placed on academic probation or academic time away or who have taken a regular leave of absence must be reinstated and/or cleared by the College Office (or the dean of their respective school if not an Arts & Sciences student) prior to enrolling in Summer Session courses. Please note that reinstatements are typically issued for the fall semester and not for Summer Session. Matriculated Washington University undergraduate students register for Arts & Sciences summer courses directly through WebSTAC (<http://acadinfo.wustl.edu>).

Domestic Visiting Students

Undergraduates in good academic standing attending a U.S. college or university are welcome to register through the visiting student program (<http://summersession.wustl.edu/visiting-student-program/>). Prior to registration, we strongly encourage students to consult with their home institution advisors to discuss courses and transfer credit procedures.

International Visiting Students

International students currently studying on F-1 or J-1 visas sponsored by a U.S. college or university may register through the visiting student program (<http://summersession.wustl.edu/visiting-student-program/>). Students will be required to provide the following official documents before their request is reviewed:

1. Official I-20 or DS-2019
2. Official I-94
3. Official score report from TOEFL (<https://www.ets.org/toefl/>) or IELTS (<https://www.ielts.org/>)
4. Transcript of record from home institution

If students have questions about their current visa status, they should contact the Office of International Students and Scholars (<https://oiss-scholars.wustl.edu/>).

Pre-College Students

Arts & Sciences Pre-College Programs offer a variety of programs for middle and high school students. Please visit the Pre-College Programs (p. 1120) page of this *Bulletin* for more information.

Maximum Credit Load

Due to the intensive nature of summer courses, students may carry no more than the maximum credit load for each session, indicated below:

- Session I: Maximum of 4 units
- Session II: Maximum of 6 units
- Session III: Maximum of 6 units
- Session IV: Maximum of 6 units

When enrolled in overlapping sessions, students may still carry no more than 6 units at one time. Finally, students are limited to taking no more than 12 units total over the course of the summer.

Contact: Ashley June Moore
Phone: 314-935-3968
Email: summersession@wustl.edu
Website: <https://summersession.wustl.edu>

Pre-College Programs

The Pre-College Program offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified middle and high school students to study on a non-degree basis. Both credit and noncredit course work is available during the academic year and summer.

Students interested in attending a Pre-College Program must submit an application for admission that may include essays, transcripts, and teacher recommendations. Students are expected to meet the age/year-in-school eligibility of the program unless an exception has been granted. International students must be able to verify fluency in the English language by providing a minimum TOEFL (<https://www.ets.org/toefl/>) score of 90 (iBT) or a minimum IELTS (<https://www.ielts.org/>) Academic score of 6.5. Students may request a waiver based on the current standards of English Proficiency Certification (<https://students.wustl.edu/english-proficiency-certification/>) set by the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>).

Credit courses enrolled in through the Pre-College Programs are considered pre-matriculation units and are subject to Washington University policies regarding Pre-Matriculation Units (p. 34).

Admission to and participation in a Pre-College Program does not imply or guarantee acceptance into a degree program at Washington University.

Need-based scholarship assistance is available for all programs. Information about applying for scholarship assistance is available on the Pre-College Programs website (<https://precollege.wustl.edu/fees-scholarships/>).

Summer Programs

Summer Pre-College Programs are designed for mature, academically motivated students enrolled in challenging curriculum that may include honors, advanced placement, and International Baccalaureate courses, if offered by their high schools. Students who are collaborative, intellectually curious, and creative thinkers thrive in these programs. Courses are taught by Washington University instructors from across disciplines and research fields. Course offerings rotate each year. For current course offerings, visit the Pre-College Programs website (<https://precollege.wustl.edu/>).

In addition to course work, students participate in enrichment programming designed to support the development of college readiness skills.

High School Summer Scholars Program

Through the High School Summer Scholars Program, students enroll in one or two courses for credit. Students choose from a selection of Arts & Sciences undergraduate courses. To be eligible for the program, students must be current juniors in high school. Students must meet any prerequisites listed for a course in order to be approved to enroll.

High School Summer Academy

Through the High School Summer Academy, students enroll in one course for credit. Students choose from a selection of Arts & Sciences undergraduate courses. Students also enroll in a noncredit research skills course that leads to the development of an original research project. To be eligible for the program, students must be current juniors in high school. Students must meet any prerequisites listed for a course in order to be approved to enroll.

High School Summer Institutes

Through the noncredit High School Summer Institutes, students discover a new passion or dive deeper into an existing one through an interdisciplinary environment. Each institute has a specific theme or focus and includes traditional undergraduate classroom activities like lectures, discussions, small group collaboration, and final projects. To be eligible for the program, students must be current sophomores or juniors in high school, and they must meet any prerequisites listed for the institute to which they are applying.

High School Summer Launch

Through the noncredit High School Summer Launch, students participate in a series of daily lectures, workshops, and seminars designed to build a strong foundation for future academic studies and to prepare students for the college application process. To be eligible for the program, students must be current freshmen or sophomores in high school.

Middle School Summer Challenge

Through the noncredit Middle School Summer Challenge program, students participate in a humanities-themed course, leadership and team-building workshops, and a STEM course to create a well-rounded summer experience. To be eligible for the program, students must be current fifth, sixth, seventh, or eighth grade students.

Academic Year Programs

Early College Scholars Program

The Early College Scholars Program is a year-round dual-enrollment program that allows St. Louis area high school students to enroll in courses for credit. To be eligible for the program, students must be current 12th-grade St. Louis-area high school students, and they must meet any prerequisites listed for a course. Priority for enrollment in fall and spring semesters is given first to full-time degree students; if space is available, pre-college students may then be permitted to enroll in a course pending instructor and department approval.

Exploration Courses

The noncredit, online Exploration Courses allow students to explore a topic or subject through a series of interactive activities, lectures, and discussions. To be eligible, students must be current sophomores, juniors, or seniors in high school, and they must meet any prerequisites listed for the course.

Contact:	Becki Baker
Phone:	314-935-4807
Email:	precollege@wustl.edu
Website:	https://precollege.wustl.edu/

Undergraduate Visiting Students

The Undergraduate Visiting Student offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified individuals to register for undergraduate courses in Arts & Sciences on a non-degree basis.

Permission to register under this arrangement does not constitute or imply admission to a degree program at Washington University. However, qualified visiting students may apply for admission at a future date to one of the degree-granting divisions of the university. Courses taken during visiting status may be applied to a degree program at Washington University only if authorized by the appropriate academic division.

Students seeking admission to an undergraduate degree program at Washington University should contact the Office of Undergraduate Admissions (admissions@wustl.edu). Students seeking admission to a graduate degree program in Arts & Sciences at Washington University should contact the Office of Graduate Studies, Arts & Sciences (artscigrads@wustl.edu). Individuals wishing to pursue non-degree course work in art, architecture, business or engineering should contact those schools directly for information relating to non-degree study. High school students wishing to pursue non-degree course work at Washington University should contact the Early College Scholars Program (precollege@wustl.edu).

Academic Year Opportunities

Undergraduate Visiting Student offerings during the academic year are designed for individuals who are currently undergraduate degree candidates in good standing from other colleges or universities who wish to take a leave of absence from their home institutions and enroll full-time in undergraduate courses at Washington University on a temporary basis.

Policies and Procedures

- Eligibility for visiting student status includes current matriculation in good standing and completion of at least one semester of full-time study (12 or more units) at another accredited college or university with a 3.0 minimum grade-point average in previous college work.
- Undergraduate visiting students may register for a minimum of 12 units and a maximum of 21 units of course work during a single semester.
- Undergraduate visiting students are eligible to register for a maximum of two semesters of full-time study at Washington University.
- All course enrollments are on a space-available basis and subject to instructor and Arts & Sciences approval.
- Undergraduate visiting students register for courses with an academic advisor and pay tuition and course-related fees in full at the time of registration.
- Visiting students are not eligible for federal or institutional financial assistance.
- International students are eligible to apply for non-degree study as undergraduate visiting students if they already hold a visa that permits full-time study.

- Individuals wishing to participate in Undergraduate Visiting Student opportunities in Arts & Sciences during the academic year should contact Ashley June Moore, Director of Programmatic Initiatives, at college@wustl.edu.

Housing

On-campus housing is not available to visiting students. Off-campus housing, however, is available. For more information about housing options, please contact the Office of Residential Life (<https://students.wustl.edu/residential-life/>) at reslife@wustl.edu or Quadrangle Housing (<https://quadrangle.wustl.edu/>) at quadrangle@wustl.edu.

Summer Session Opportunities

Students from other colleges and universities are eligible to enroll in summer courses as visiting students in the College of Arts & Sciences.

Policies and Procedures

- To be eligible to enroll, students must be at least 18 years of age by the start of the session and meet one or more of the following eligibility criteria:
 - Be a matriculated undergraduate student at another U.S. college or university
 - Be a matriculated international undergraduate student attending a U.S. college or university
- Additional eligibility requirements are as follows:
 - The student must be in good academic standing (a transcript will be required during the enrollment process). Good standing is defined as having a minimum 3.0 grade-point average on a 4.0 scale.
 - International students must be able to verify fluency in the English language by providing a minimum TOEFL score of 90 (iBT) or a minimum IELTS Academic score of 6.5. Students may request a waiver based on the current standards of English Proficiency Certification (<https://students.wustl.edu/english-proficiency-certification/>) set by the Office for International Students and Scholars.

(Please refer to the Summer Session visiting student eligibility requirements (<https://summersession.wustl.edu/visiting-student-program/>) for additional clarification.)

- Any student who has been suspended or dismissed from any school within Washington University may not register without written permission from their former dean.
- Individuals wishing to enroll as visiting students in Arts & Sciences during the Summer Session must complete the enrollment request form (<https://summersession.wustl.edu/visiting-student-program/>) and provide all requested information.

Housing

On-campus housing is available to visiting students. For more information about housing options, please visit Summer Housing (<https://summer.wustl.edu/summer-housing/>).

Post-Baccalaureate Premedical Program

The **Post-Baccalaureate Premedical (PBPM)** program at Washington University enables qualified college graduates to take core and elective science and math courses that satisfy medical school admission requirements. Students also may take approved elective courses in the natural sciences, social sciences, and humanities that provide a broad context and skill set for the practice of medicine today. The program is flexible to accommodate individuals changing careers, including those without a science background. For students who enter the program with most premedical course requirements complete, the program offers numerous upper-level biology courses to enhance a previous academic record and demonstrate science mastery. Courses are typically taken during the evening and are available during the fall, spring and summer terms. Day courses are also available to students, although tuition rates are higher.

Students earning at least 30 units of credit — 24 units of which must be completed at Washington University, with a cumulative grade-point average of 3.2 or higher — will receive a certification of completion of the Post-Baccalaureate Premedical Program.

Students are also supported and guided in preparing their professional school application by a dedicated advisor. Qualified students receive a cover letter of support from the program to accompany their letters of recommendation to professional school.

Phone: 314-935-6800
Email: postbaccpremed@wustl.edu
Website: <http://postbaccpremed.wustl.edu>

Requirements The Curriculum

The core courses of the Post-Baccalaureate Premedical program meet the general entrance requirements for American medical schools as well as those for dental, veterinary, osteopathic and other health professional programs. Students are urged to check individual schools and programs for specific entry requirements.

All courses taken as part of the Post-Baccalaureate Premedical program must be taken for letter grades, except for courses offered only on a pass/fail basis. No more than 2 units of pass/fail work may apply toward program requirements.

Up to 6 credits of appropriate course work taken prior to acceptance to the Post-Baccalaureate Premedical program may be applied as transfer credit toward program completion. Courses eligible for transfer credit must be relevant to the PBPM program (professional school prerequisites or courses relevant to human or animal biology) and completed with a grade of B or better. Once students begin the program, all course work must be taken in residence at Washington University. Cover letters will be written only for students who observe this policy.

Core Courses

- **Biology:** two semesters with laboratory
- **General Chemistry:** two semesters with laboratory
- **Organic Chemistry:** two semesters with laboratory
- **Biochemistry:** one semester
- **Mathematics and Statistics:** two semesters of college math (This varies according to school. Statistics is recommended. For the broadest range of schools, Calculus I and II should be completed.)
- **General Physics:** two semesters with laboratory
- **English:** two semesters, one of composition

In addition to the core courses, elective courses in biology, chemistry, physics, and mathematics and statistics are also available.

Additional Information

- Appropriate course work includes the prerequisites needed to apply to professional school as well as upper-level biology courses that are relevant to human or animal biology. Course work that does not meet those criteria must be approved by an advisor, in advance, in order for it to count toward program completion.
- To qualify for a cover letter from the program, students must be in good academic standing (i.e., they must have a grade-point average of 3.2 or higher), and they must successfully complete at least 18 units of course work at Washington University by the end of the spring semester that precedes the opening of the professional school application cycle. They must also be registered for their 24th unit, which must be successfully completed no later than the summer of that same year.
- Students who complete course work at another academic institution after beginning the post-baccalaureate premedical program at Washington University will lose eligibility for a cover letter from the program. Exceptions to this rule are allowed in extenuating circumstances and must be approved by a program advisor in advance.

- While most students complete the program in two years or less, students are limited to a three-year period in which to complete the program. They may take up to 45 units total while enrolled in the post-baccalaureate certificate program.
- Students who do not enroll in any course work in the program for a span of one academic year or more will be required to reapply if they wish to return.

Business

About Olin Business School

At Washington University's Olin Business School, students learn to look beyond the bottom line and make thoughtful decisions that benefit business and society. Our global-mindedness — coupled with a values-based, data-driven approach to decision making — prepares students to tackle the greatest challenges of our day and to change the world, for good.

As a leading research-oriented business school, Olin has a network of partners on campus, in the St. Louis community, and around the world. Students are able to apply what they have learned in the classroom to real-world situations through experiential learning opportunities that include student consulting, internships, case competitions, and study abroad programs, among others. Students also develop an entrepreneurial mindset that allows them to act nimbly and quickly in the constantly changing business landscape.

Olin is a welcoming community that allows for a deeper level of interaction, participation and program customization. Students can rely on support from faculty, staff and their peers while feeling accomplished in the rigorous course work.

Bachelor of Science in Business Administration

Olin Business School offers a full-time Bachelor of Science in Business Administration (BSBA) degree program of instruction. Our BSBA students enroll in business courses during their first year, and the curriculum covers the core functional areas of business. At least one major course of study in a field of business is chosen, and at least 40% of the course work must be in non-business fields, from fine arts to science; this allows students to pursue individual careers and ensures a well-rounded educational experience.

Majors

Students in the BSBA program are offered the option to focus their studies in a specific field of business. Although a business student is not required to declare a business major, almost all of our business students earn at least one professional major. A student may pursue one or two majors from the list below:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Financial Engineering (offered as a second major option only)
- Health Care Management

- Marketing
- Organization and Strategic Management
- Supply Chain, Operations, and Technology (formerly Operations and Supply Chain Management)

Specific requirements for each major can be found in the Majors for BSBA Degree Candidates (p. 1128) section of this page.

Minors

Many departments and schools in the university offer minors. Business students can also pursue a minor outside of Olin Business School in any recognized academic discipline offered within the university by satisfactorily completing all of the requirements for both the BSBA degree and the minor. Required courses for a minor outside of the business school may range from 15 to 27 units, depending on the specific regulations of the academic department. A business student who applies for a minor and completes all of the requirements will have the award of the minor noted on the official transcript. A student must be approved for admission to a minor program by the department offering the minor.

BSBA students may choose the following minors offered through the Olin Business School:

- Business of Social Impact
- Business of Sports
- Business of Entertainment
- Business of the Arts
- Business Analytics
- International Business

Specific requirements for each major can be found in the Minors for BSBA Degree Candidates (p. 1132) section of this page.

Combined Majors

Business students have the option to major in more than one field of study. BSBA students can earn a total of two majors, either both in business or one in business and one from outside of Olin. For example, a student could earn a BSBA degree with a major in finance and a major in English literature from the College of Arts & Sciences. Students must complete the specific courses required for the second major, but they are not required to complete the general requirements for the second degree. Students should consult with their academic advisors for additional information. Upon completion, the student's transcript would show a BSBA degree along with the earned second major. A diploma is awarded for the degree, with reference to any major(s) appearing on the official transcript.

Combined Degrees

A student also can earn two undergraduate degrees simultaneously: a BSBA degree and another undergraduate degree offered at the university. The student must be admitted to the other degree-granting program, and they must meet

specific degree requirements for both schools. Typically, this option requires additional time to complete all requirements. For example, if a student combines a business degree with a degree from the College of Arts & Sciences, the student must complete a minimum of 150 units between the two disciplines. Of the 150 units, at least 90 units must be from the College of Arts & Sciences, and at least 60 units must be from Olin Business School. Some courses may be used to satisfy both degree requirements simultaneously. Because requirements for a second degree vary from discipline to discipline, students should talk with their primary advisor to plan their program.

Non-BSBA Students

Students in other undergraduate divisions of the university may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor course work. Additional information for students from other schools of Washington University who wish to pursue business second majors and minors can be found in the Non-BSBA Programs (p. 1135) section of this page.

Joint Programs

Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

Please visit the Bachelor of Science in Business and Computer Science page (p. 1219) of this *Bulletin* for more information.

Olin Graduate Programs

Master of Business Administration (MBA)

A special five-year program — often referred to as the 3+2 program — that combines an undergraduate degree with the Master of Business Administration degree is available to a select number of undergraduates. Visit the MBA Joint Degrees ([http://www.olin.wustl.edu/EN-US/academic-programs/full-time-](http://www.olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx)

[MBA/academics/joint-degrees/Pages/default.aspx](http://www.olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx)) webpage for more information. Interested candidates should contact the Olin MBA Admissions office during their sophomore year by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

Specialized Master's Programs

A specialized master's degree is highly concentrated and singular in focus, providing intensive education in one business discipline. Olin Business School offers a variety of specialized master's programs that can be combined with an undergraduate degree. Visit our Specialized Master's Programs (<http://olin.wustl.edu/SMP/>) website for details. Interested candidates should contact the Olin MBA Admissions office during their sophomore year by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

Opportunities

Academic Advising

Olin Business School provides students with expert academic advising and support. Olin undergraduate programs have academic advisors who serve as professional advisors to all undergraduate students on procedural matters, course planning, registration and other academic matters. Students are required to meet with their advisors at least once per semester to discuss course registration, but they are strongly encouraged to meet more frequently to allow advisors the opportunity to learn about the student's goals, plans and career objectives.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the business school. Projects may be done for 1 to 6 units of credit, but normally no more than 3 units will be granted in any one semester. For more information, please speak with an academic advisor for the Olin Business School undergraduate programs.

Students may apply a maximum of 6 units of independent study in business and 6 units from outside of Olin toward the 120-unit degree requirement.

Internship for Credit Opportunities

Olin Business School first-year students and sophomores who have summer internships can enroll in MGT 450A for academic credit. This online course is designed to deepen the overall learning that the student gains from an internship. Students enroll in this 1.5-credit course on a pass/fail basis. Although this course will be listed on a student's academic transcript, it will not count toward the 120 units needed for graduation.

Olin Business School juniors and seniors who have completed the core requirements and one advanced elective in the appropriate major field may apply to receive credit for internship experience through an independent study. Students must work under the direction of a faculty member to complete an academic paper or project. The Independent Study Form must be submitted to the student's academic advisor by the end of the second week of the academic semester.

Global Programs

Upon graduation, students are working at some of the top institutions across the globe. This is why Olin has chosen to integrate meaningful, purposeful and impactful global experiences into its academics. Having an international experience signals to employers that our students are in possession of valuable traits such as adaptability, comfort in ambiguity, and global leadership. All students have the opportunity to study abroad, providing they meet the eligibility requirements. Detailed information and eligibility requirements for study abroad are available on the Olin Global Programs (<https://olinundergradglobal.wustl.edu/>) website or in the Undergraduate Programs office.

Options include the following:

- **Olin International Internship Programs** (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/Pages/international-internships.aspx>) combine classroom learning with a full-time internship placement of approximately 10 to 12 weeks. Students complete a significant research project in conjunction with the internship experience.
- **Olin Semester Study Abroad Opportunities** (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/Pages/study-abroad.aspx>) are offered across the globe in Asia, Europe and South America. Students choose courses on offer at local universities or study centers in the areas of business, language and general studies. Some programs require intensive language courses, although most are taught in English.
- **Short-Term and Summer Programs** last from two to eight weeks for 3 to 6 credits, including opportunities through the Center for Experiential Learning (<https://olin.wustl.edu/EN-US/partners-resources/Center-for-Experiential-Learning/Pages/default.aspx>) as well as Olin-run programs in Europe and Israel.

A unique aspect of many of our semester programs are the Academic Study Tours (<https://olinundergradglobal.wustl.edu/academic-study-tours/>). Academic Study Tours are a required academic component for several of our study abroad programs, and students earn business credit for this experience. These tours are designed to develop research, analysis and presentation skills in an experiential

format to allow students to apply theory, concepts and skills gained at Olin to consulting-type exercises abroad. They also allow students the opportunity to explore the business and culture of the region in which they are studying.

Other Study Abroad Options

Students with second majors outside of business may consider study abroad programs sponsored by Overseas Programs (<http://overseas.wustl.edu/>) in the College of Arts & Sciences to earn credit toward their non-business major.

Global Mindset

Beginning with the BSBA Class of 2025 and beyond, a Global Mindset component will be part of the degree requirement. The Global Mindset component for the undergraduate BSBA degree is designed to support the Olin Pillars of providing world-changing business education, research, and impact. Through a Global Mindset experience, students will have the opportunity to expand their intellectual curiosity, gain confidence in their ability to make decisions under pressure, and enhance their leadership advantage in a rapidly changing global society. Students will be able to satisfy the Global Mindset component of their degree through a variety of experiences that expose them to new academic and professional ideas, peoples, cultures, and philosophies. This could be done through study abroad or with a carefully curated set of domestic experiences.

Student Assistants to Professors

In this challenging program, outstanding students are chosen to assist various professors with their course development work or research efforts. Students may conduct library research, perform computer programming, develop new learning materials for class, assist other students with their writing skills, or tutor in various areas of the curriculum.

Participation as an assistant to a professor is voluntary and may begin as early as the first year. As a participant, students are paid the going rate for undergraduate student assistants. This experience also impresses company recruiters.

Center for Experiential Learning

Center for Experiential Learning

The Center for Experiential Learning (CEL) is an educational center at Olin Business School. The CEL facilitates real-world experiential learning opportunities for students via live consulting engagements. Each year, the CEL oversees 120+ student-driven projects with more than 550 Washington University students under the auspices of dozens of expert advisors and faculty. The CEL's partners include startups, nonprofits, multinational enterprises, and NGOs in St. Louis, across the country, and around the globe. Visit the Center for Experiential Learning website (<http://www.olin.wustl.edu/cel/Pages/default.aspx>) for more information.

Entrepreneurship

Olin Business School fosters an entrepreneurial spirit in students, encouraging them to pioneer innovation that opens the door to positive, sustainable progress. The Hatchery — a business consulting course — is an example of this, as are the consulting services for entrepreneurs through CEL programs including the Metrics Clinic, CElect entrepreneurial consulting, and Olin's International Impact Initiative, which works with NGOs in developing markets around the globe. In addition, there are many universitywide resources, including the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship (<https://skandalaris.wustl.edu/>). Please visit the Olin Business School website to learn more about our entrepreneurship opportunities (<https://olin.wustl.edu/EN-US/partners-resources/Entrepreneurship/Pages/default.aspx>).

Weston Career Center

Weston Career Center

To provide students with personalized career planning and exploration as well as job search services, Olin Business School operates its own career center in Knight and Bauer Halls. The Weston Career Center (WCC) delivers a variety of career management programs and services to Olin undergraduate and graduate students and alumni. Each student works one-on-one with a dedicated career coach throughout their time at Olin. In addition, students have access to industry specialists who provide insight and direction on specific industries. Other WCC career support includes workshops and professional development seminars, company information sessions, mock interviews, self-assessments, written and spoken communication coaching, résumé and cover letter writing, and networking — in other words, all of the tools needed for an effective job search.

The WCC hosts many employer activities, including information sessions, interviews, and career fairs. Business students are encouraged to meet with the WCC's staff early in the school year to discuss their career and professional goals. For more information, visit the Weston Career Center website (<http://olincareers.wustl.edu/EN-US/Pages/default.aspx>), or contact the WCC by phone at 314-935-5950 or by email at wcc@olin.wustl.edu.

Contact Information

Phone: 314-935-6315
Email: bsba@olin.wustl.edu
Website: <http://olin.wustl.edu>

Faculty

Interim Dean

Anjan Thakor (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=thakor>)

Director of Doctoral Programs

Director of the Wells Fargo Advisors Center for Finance and Accounting Research (CFAR)

John E. Simon Professor of Finance

PhD, Northwestern University

For further information, please visit Olin Business School's website:

- Deans (<https://olin.wustl.edu/EN-US/about-olin/Pages/dean.aspx>)
- Faculty (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/default.aspx>)

Majors

Majors for BSBA Degree Candidates

In addition to the 42 core professional units required, which are listed on the Degree Requirements (p. 1167) page of this *Bulletin*, a BSBA degree candidate must complete at least 18 professional elective units. BSBA students may apply these professional electives toward a specific professional major. Majors in the business curriculum are opportunities to focus study in a specific field of business. All major courses must be taken in residence. Course work from an approved Washington University study abroad program will count as in-residence work. However, only one course per major may be taken through a study abroad experience.

Class of 2026 Degree Requirements: For a comprehensive view of our degree program, please review the requirements on our BSBA website (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/academics/Pages/majors.aspx>).

BSBA students may select a major from the following disciplines:

The Major in Accounting

Total units required: 15

- Accounting Core: 6 units

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting Theory I	3
ACCT 3620	Intermediate Financial Accounting II	3

- Accounting Electives: 9 units

Code	Title	Units
ACCT 363	Cost Analysis and Control	3
ACCT 365E	Taxation of Business Entities	3
ACCT 400A	Analysis of Financial Institutions & Financial Instruments	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 464	Auditing	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Federal Income Taxes	3
ACCT 4680	Advanced Financial Accounting Problems	3

The Major in Economics and Strategy

Total units required: 12

- Economics and Strategy Core: 12 units

Code	Title	Units
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3

The Major in Entrepreneurship

Total units required: 15

- Entrepreneurship Core: 6 units

Code	Title	Units
MGT 421	Introduction to Entrepreneurship	3
or MGT 460L	Introduction to Social Entrepreneurship	
MGT 424	Business Planning for New Enterprises (The Hatchery)	3
or MGT 477E	Launching and Scaling New Enterprises (The League)	

- Entrepreneurship Electives: 9 units (must select 3 units from each category)

Industry Elective Choices (at least 3 units required):

Code	Title	Units
ART 223K	Business of Fashion	3
CSE 131	Introduction to Computer Science	3
Econ 335	Money and Banking	3
FIN 549H	Special Topics: Real Estate Finance	1.5
INTL 320	Business, Innovation and Entrepreneurship in Israel	3

MEC 460	Economics of Entertainment	3
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MGT 380	Business Strategy	3
MGT 440	Sports Management	3
MGT 475E	Innovating for Defense	3
MGT 476E	Innovating for Healthcare	1.5

Experiential Elective Choices (at least 3 units required):

Code	Title	Units
MGT 200C	Venture Creation	3
MGT 401C	CEL Entrepreneurial Consulting Team	3
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar	3
MGT 401P	CEL Practicum	3
MGT 401S	Small Business Initiative	3
MGT 401T	Taylor Community Consulting Project	3
MKT 431E	Marketing Metrics	1.5

Skills Elective Choices (at least 3 units required):

Code	Title	Units
ACCT 466	Financial Statement Analysis	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
FIN 400L	Private Equity — Methods	1.5
FIN 400M	Private Equity — Practice	1.5
MEC 370	Game Theory for Business	3
MEC 470	Industrial Economics	3
MGT 301	Legal Environment of Business Management	3
MGT 445E	Acquisition Entrepreneurship	1.5
MKT 378	Marketing Research	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Business & Marketing Innovation	3
MKT 478	New Product Management	3
MKT 482	Brand Management	3
OB 461	Negotiation	3

The Major in Finance

Total units required: 12

- Finance Core: 9 units

Code	Title	Units
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
FIN 451	Options, Futures and Derivative Securities	3

- Finance Electives: 3 units

Code	Title	Units
FIN 400I	Mergers & Acquisitions	1.5
FIN 400J	Advanced Valuation	1.5
FIN 400L	Private Equity — Methods	1.5
FIN 400M	Private Equity — Practice	1.5
FIN 400W	Venture Capital Methods	1.5
FIN 400X	Venture Capital Practice	1.5
FIN 420	International Economics and Finance	3
FIN 428	Investments Praxis	3
FIN 443	International Finance	3
FIN 447	Information, Intermediation, and Financial Markets	3
FIN 450F	Financial Technology: Methods and Practice	3
FIN 452	Advanced Derivative Securities	3
FIN 470A	Research Methods in Finance	3

The Major in Financial Engineering

The financial engineering major is offered only as a second major option. Therefore, students in the BSBA program must select another business major in order to be eligible to pursue this major. Students interested in this second major must complete the application and have a 3.3 or higher grade-point average to pursue this second major; this includes the cumulative GPA, the Business GPA, and the Engineering GPA. The financial engineering major is offered to any undergraduate day division student as a second major option and by application only (https://wustl.az1.qualtrics.com/jfe/form/SV_b1U32dyG9YWtUKp/).

Total units required: 30 required units and 18 units of prerequisite course work

- Background Requirements: 18 units

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	

DAT 121	Managerial Statistics II	3
or ESE 326	Probability and Statistics for Engineering	
or Econ 413	Introduction to Econometrics	
or Math 439	Linear Statistical Models	

- Engineering Professional Core Requirements: 6 units

Code	Title	Units
CSE 247	Data Structures and Algorithms	3
ESE 427	Financial Mathematics	3
Total Units		6

- Engineering Electives: 9 units

Code	Title	Units
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 415	Optimization	
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	
or CSE 427S	Cloud Computing with Big Data Applications	
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3

- Olin Professional Core Requirements: 9 units

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
Total Units		9

- Olin Electives: 6 units required

Code	Title	Units
FIN 452	Advanced Derivative Securities	3
B62 FIN 500Q	Quantitative Risk Management	3
B62 FIN 539	Mathematical Finance	1.5
B62 FIN 552	Fixed Income Derivatives	1.5

The Major in Health Care Management

Total units required: 15

- Health Care Management Core: 12 units

Code	Title	Units
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3

- Health Care Management Electives: 3 units

Code	Title	Units
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3263	Bioprospecting	3
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 3875	Pharmaceutical Personhood	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4883	The Political Economy of Health	3
Biol 2010	Ampersand: The Science of Biotechnology	3
Phil 233F	Biomedical Ethics	3
Phil 3001	Philosophy of Medicine	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 316	Contemporary Women's Health	3

The Major in Marketing

Total units required: 12

- Marketing Core: 3 units

Code	Title	Units
MKT 378	Marketing Research	3

- Marketing Electives: 9 units

Group A Marketing Elective Choices (at least 6 units required):

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 470E	Pricing Strategies	3
MKT 480	Marketing Strategy	3
MKT 482	Brand Management	3

Group B Marketing Elective Choices:

Code	Title	Units
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Business & Marketing Innovation	3
MKT 400M	Sports Marketing	3
MKT 477	International Marketing	3
or MKT 477S	International Marketing Sydney	
or MKT 477L	International Marketing London	
MKT 481	Advertising and Promotions	3

The Major in Organization and Strategic Management

Total units required: 12 units

- Organization & Strategic Management Group A Elective Choices (at least 3 units required):

Code	Title	Units
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top	1.5
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
OB 468E	Mindfulness and Performance in the Workplace	1.5

- Organization & Strategic Management Group B Elective Choices (at least 3 units required):

Code	Title	Units
MGT 380	Business Strategy	3
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 429E	Management and Corporate Responsibility	1.5

MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460G	Critical Thinking and Complex Problem Solving for Business	1.5
MGT 460H	Corporate and Global Strategy	3

- Organization & Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

Code	Title	Units
MGT 478E	Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms	1.5
OB 325	Personnel/Human Resources Management	3
OB 434E	Talent Analytics	1.5
OB 435E	People Metrics	1.5

The Major in Supply Chain, Operations, and Technology

(Formerly Operations and Supply Chain Management)

Total units required: 12 units

- Group A SCOT Elective Choices (at least 6 units required):

Code	Title	Units
DAT 301E	Data Analytics in Python	3
SCOT 400D	Quantitative Risk Management (formerly OSCM 400D)	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics (formerly OSCM 458)	3

- Group B SCOT Elective Choices (at least 3 units required):

Code	Title	Units
MGT 380	Business Strategy	3
MGT 460H	Corporate and Global Strategy	3
MKT 378	Marketing Research	3
MKT 400L	Understanding and Conducting Business Experiments	3

Minors

Minors for BSBA Degree Candidates

Please note that all minors require 12 unique credits of course work.

BSBA students may select a minor from the following disciplines:

The Minor in Business Analytics

Total units required: 15 (12 must be unique)

- Required Courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 400A	Data Management Tools for Business Decisions	3
DAT 301E	Data Analytics in Python	3
Total Units		9

- Business Analytics Group A Electives (at least 3 units required):

Code	Title	Units
FIN 470A	Research Methods in Finance	3
MEC 471	Empirical Techniques for Industry Analysis	3
MKT 400L	Understanding and Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
FIN 450F	Financial Technology: Methods and Practice	3
MGT 460I	Sports Business Analytics	3
MKT 378	Marketing Research	3
MKT 500T	Customer Analytics Using Probability Models	3
OB 434E	Talent Analytics	1.5
OB 435E	People Metrics	1.5
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics (formerly OSCM 458)	3
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3

The Minor in the Business of the Arts

Total units required: 12

- Core (at least 3 units required):

Code	Title	Units
MEC 4600	Business of Arts	3
MGT 432E	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 units required):

Code	Title	Units
MGT 401P	CEL Practicum	3
INTL 323	Business of Art: The European Capitals of Culture	3

Electives: At least 6 units from the following:

Code	Title	Units
ART 223K	Business of Fashion	3
ART 324J	Fashion Promotion and Exhibition	3
E Lit 224	Publishing: History and Contexts	3
E Lit 486	The Business of Books	3
MEC 460	Economics of Entertainment	3
MGT 421	Introduction to Entrepreneurship	3
or MGT 460L	Introduction to Social Entrepreneurship	
MKT 377	Consumer Behavior	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 481	Advertising and Promotions	3
MKT 482	Brand Management	3

The Minor in the Business of Entertainment

Total units required: 12

- Required Courses:

Code	Title	Units
MEC 460	Economics of Entertainment	3
Total Units		3

- Entertainment Group A Electives (at least 3 units required):

Code	Title	Units
AMCS 3490	Media Cultures	3
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
Film 333	Making Movies II: Intermediate Narrative Filmmaking	3
Film 423	Histories of Media Convergence	3
MEC 310E	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management	3
MEC 471	Empirical Techniques for Industry Analysis	3
MGT 301	Legal Environment of Business Management	3
MKT 378	Marketing Research	3
MKT 482	Brand Management	3

The Minor in the Business of Social Impact

Total units required: 12

- Required Courses:

Code	Title	Units
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top	1.5
MGT 460M	Business of Social Impact	1.5
Total Units		3

- Business of Social Impact Group A Electives (at least 3 units required):

Code	Title	Units
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar	3
MGT 401S	Small Business Initiative	3
MGT 401T	Taylor Community Consulting Project	3

- Business of Social Impact Group B Electives (at least 3 units required):

Code	Title	Units
ACCT 400C	Not-For-Profit Accounting	1.5
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 units required):

Code	Title	Units
AMCS 280	Exploring Inequality: The Social and Structural Analysis of Modern American Life	3
ARCH 307X	Community Building	3
ARCH 490A	Explore & Contribute: Collaboration Between Washington University & Henry Elementary School	3
EnSt 105	Sustainability in Business	3
EnSt 310	Ecological Economics	3
EnSt 375	Urban Ecology	3
EnSt 405	Sustainability Exchange: Community and University Practicum	3
EPSc 111	Introduction to Global Climate Change in the 21st Century	3

EPSc 201	Earth and the Environment	4
EPSc 219	Energy and the Environment	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change	3
Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 332B	Environmental and Energy Issues	3
SOC 3410	Gender in Society	3
URST 299	The Study of Cities and Metropolitan America	3

The Minor in the Business of Sports

Total required units: 15 (12 must be unique)

- Required Courses:

Code	Title	Units
MGT 440	Sports Management	3
MGT 450G	The Business of Sports	3
MGT 460I	Sports Business Analytics	3
MKT 400M	Sports Marketing	3
Total Units		12

- Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management	3
MEC 460	Economics of Entertainment	3
MEC 471	Empirical Techniques for Industry Analysis	3
MGT 356E	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 460J	Legal Issues in Sports	1.5
MKT 378	Marketing Research	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 482	Brand Management	3
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3

The Minor in International Business

Total units required: 12

- Required Courses:

Code	Title	Units
MGT 308	Introduction to International Business	3
A study abroad experience must be completed for this minor.		
Total Units		3

- Electives (9 units required):

International Business Group A Electives (at least 3 units required):

Code	Title	Units
B52 FIN 420	International Economics and Finance	3
INTL 320	Business, Innovation and Entrepreneurship in Israel	3
INTL 420	Business Research Internship	3
INTL 970	Entrepreneurship and Startups in Europe	
MEC 292S	Global Economy — Australia	3
MGT 200C	Venture Creation	3
MGT 400S	International Business Environment	3
MGT 401C	CEL Entrepreneurial Consulting Team (Global CElect section only)	3
MGT 405A	Asian Study Tour	1.5
MGT 405S	International Business Environment: Sydney	3
MGT 450I	International Internship in Business	1.5
MGT 450Z	European Study Tour	1.5
MKT 477L	International Marketing London	3
MKT 477S	International Marketing Sydney	3

International Business Group B Electives:

Code	Title	Units
FIN 443	International Finance	3
MEC 292	Global Economy	3
MGT 460H	Corporate and Global Strategy	3
MKT 477	International Marketing	3

Notes:

- Students minoring in international business can take either MKT 477, MKT 477L or MKT 477S. In addition, they can take either MEC 292 or MEC 292S.
- BSBA students minoring in international business may take two courses through an Olin study abroad program for the international business minor. They may not double count more than one course (3 units) toward their business major.

Non-BSBA Programs

Pursuing a Second Major or Minor in Olin as a Non-BSBA Candidate

Students in other undergraduate divisions of Washington University may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor course work.

Second Majors for Non-BSBA Candidates

Regulations for Second Majors

All non-BSBA students pursuing any business second major must do the following:

1. Declare their second major online through WebSTAC by the end of their junior year. To be eligible to declare a second major, students will need to complete Math 132 Calculus II plus two business courses and earn a C+ or better in all three before their declaration will be approved. A second major will not be awarded to a student unless proper declaration is made.
2. Second majors must complete the specific requirements listed for the individual major.
3. Second majors may not count one course toward two Olin majors or toward an Olin second major and minor.
4. Take all core and major specific courses for any business major for a grade.
5. An overall 2.0 average must be achieved in course work taken as part of the business major.
6. Complete a minimum of 24 business units through Olin Business School.
7. Take all major courses in residence. Course work from an approved Washington University study abroad program will satisfy this residency policy. However, second majors may only take one core course and one major course through a study abroad experience.
8. Meet the prerequisites to remain in an Olin course. Additional prerequisites may be needed to remain enrolled in certain courses. Please check course listings to ensure all prerequisites are met.
9. Complete DAT 120 or an approved substitution. Advanced Placement credit for Math 2200 will not serve as a substitute for the DAT 120 requirement.
10. Economics and strategy majors must take MEC 290, because Econ 1011 will not satisfy the prerequisite requirement for MEC 370.
11. Engineering students who have taken ESE 326 and who are majoring in finance will not be required to take DAT 120 or DAT 121.
12. University College courses will not count toward any business major.

Second Major Core Business Requirements

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
Math 132	Calculus II	3
MGT 100	Individual in a Managerial Environment	3
or MGT 380	Business Strategy	
MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	
MEC 292	Global Economy	3
or Econ 1021	Introduction to Macroeconomics	
DAT 120	Managerial Statistics I	3
or ESE 326	Probability and Statistics for Engineering	
or Math 2200	Elementary Probability and Statistics	
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
or Pol Sci 263	Data Science for Politics	
or Pol Sci 363	Quantitative Political Methodology	
DAT 121	Managerial Statistics II	3
or Econ 413	Introduction to Econometrics	
or Econ 413W	Introduction to Econometrics with Writing	
or Math 439	Linear Statistical Models	
or Math 493	Probability	
Total Units		24

Second Major Options

Non-BSBA students may select a second major from the following disciplines:

The Second Major in Accounting

Total units required: 15

- Accounting Core: 6 units

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting Theory I	3
ACCT 3620	Intermediate Financial Accounting II	3

- Accounting Electives: 9 units

Code	Title	Units
ACCT 363	Cost Analysis and Control	3
ACCT 365E	Taxation of Business Entities	3
ACCT 400A	Analysis of Financial Institutions & Financial Instruments	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 464	Auditing	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Federal Income Taxes	3
ACCT 4680	Advanced Financial Accounting Problems	3

The Second Major in Economics and Strategy

Total units required: 12

- Economics and Strategy Core: 12 units

Code	Title	Units
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3

The Second Major in Entrepreneurship

Total units required: 15

- Entrepreneurship Core: 6 units

Code	Title	Units
MGT 421 or MGT 460L	Introduction to Entrepreneurship Introduction to Social Entrepreneurship	3
MGT 424 or MGT 477E	Business Planning for New Enterprises (The Hatchery) Launching and Scaling New Enterprises (The League)	3

- Entrepreneurship Electives: Choose at least one course from two of the three following tracks for a total of 9 elective units:

Industry Elective Choices:

Code	Title	Units
ART 223K	Business of Fashion	3
CSE 131	Introduction to Computer Science	3
Econ 335	Money and Banking	3
FIN 340	Capital Markets and Financial Management	3
INTL 320	Business, Innovation and Entrepreneurship in Israel	3
MEC 460	Economics of Entertainment	3
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MGT 380	Business Strategy	3
MGT 440	Sports Management	3
MGT 475E	Innovating for Defense	3
MGT 476E	Innovating for Healthcare *	1.5
MKT 370	Principles of Marketing	3

Experiential Elective Choices:

Code	Title	Units
B99 INTL 970	Entrepreneurship and Startups in Europe	3
MGT 200C	Venture Creation	3
MGT 401C	CEL Entrepreneurial Consulting Team *	3
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar *	3
MGT 401P	CEL Practicum *	3
MGT 401S	Small Business Initiative *	3
MGT 401T	Taylor Community Consulting Project *	3
MKT 431E	Marketing Metrics *	1.5

Skills Elective Choices:

Code	Title	Units
ACCT 466	Financial Statement Analysis *	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
FIN 400L	Private Equity — Methods *	1.5
FIN 400M	Private Equity — Practice *	1.5
MEC 370	Game Theory for Business	3
MEC 470	Industrial Economics *	3
MGT 301	Legal Environment of Business Management	3
MGT 445E	Acquisition Entrepreneurship *	1.5

MKT 378	Marketing Research *	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Business & Marketing Innovation *	3
MKT 482	Brand Management *	3
OB 461	Negotiation *	3

* Application or additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Second Major in Finance

Total units required: 15

- Finance Core: 12 units

Code	Title	Units
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
FIN 451	Options, Futures and Derivative Securities	3

- Finance Electives: 3 units

Code	Title	Units
FIN 400I	Mergers & Acquisitions	1.5
FIN 400J	Advanced Valuation	1.5
FIN 400L	Private Equity — Methods	1.5
FIN 400M	Private Equity — Practice	1.5
FIN 400W	Venture Capital Methods	1.5
FIN 420	International Economics and Finance	3
FIN 428	Investments Praxis	3
FIN 443	International Finance	3
FIN 447	Information, Intermediation, and Financial Markets	3
FIN 450F	Financial Technology: Methods and Practice	3
FIN 452	Advanced Derivative Securities	3
FIN 470A	Research Methods in Finance	3

The Second Major in Health Care Management

Total units required: 15

- Health Care Management Core: 12 units

Code	Title	Units
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3

- Health Care Management Electives: 3 units

Code	Title	Units
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3263	Bioprospecting	3
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 3875	Pharmaceutical Personhood	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4883	The Political Economy of Health	3
Biol 2010	Ampersand: The Science of Biotechnology	3
Phil 233F	Biomedical Ethics	3
Phil 3001	Philosophy of Medicine	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 316	Contemporary Women's Health	3

The Second Major in Marketing

Total units required: 15

- Marketing Core: 6 units

Code	Title	Units
MKT 370	Principles of Marketing	3
MKT 378	Marketing Research	3

- Marketing Electives: 9 units

Group A Elective Choices (at least 6 units required):

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 470E	Pricing Strategies	3
MKT 480	Marketing Strategy	3
MKT 482	Brand Management	3

Group B Elective Choices:

Code	Title	Units
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Business & Marketing Innovation	3
MKT 400M	Sports Marketing	3
MKT 477	International Marketing	3
or MKT 477S	International Marketing Sydney	
or MKT 477L	International Marketing London	
MKT 481	Advertising and Promotions	3

The Second Major in Organization and Strategic Management

Total units required: 15

- Organization and Strategic Management Core Requirement: 3 units

Code	Title	Units
OB 360	Organization Behavior Within the Firm	3

- Organization and Strategic Management Electives: 12 units

Leadership Group A Elective Choices (at least 3 units required):

Code	Title	Units
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top	1.5
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
OB 468E	Mindfulness and Performance in the Workplace	1.5

Organization and Strategic Management Group B Elective Choices (at least 3 units required):

Code	Title	Units
MGT 380	Business Strategy	3
MGT 402	Ethical Issues in Managerial Decision Making *	1.5
MGT 429E	Management and Corporate Responsibility	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460G	Critical Thinking and Complex Problem Solving for Business	1.5
MGT 460H	Corporate and Global Strategy	3
INTL 321	Family Business in Europe	3

Organization and Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

Code	Title	Units
MGT 478E	Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms	1.5
OB 325	Personnel/Human Resources Management *	3
OB 434E	Talent Analytics *	1.5
OB 435E	People Metrics *	1.5

- * Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Second Major in Supply Chain, Operations, and Technology

(Formerly Operations and Supply Chain Management)

Total units required: 15 units

- SCOT Core: 6 units

Code	Title	Units
DAT 220	Analytics and Modelling for Business Decisions	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3

- SCOT Electives: 9 units minimum with at least 6 units from Group A

SCOT Group A Elective Choices (at least 6 units required):

Code	Title	Units
DAT 301E	Data Analytics in Python	3
SCOT 400D	Supply Chain Management (formerly OSCM 400D)	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics (formerly OSCM 458)	3

SCOT Group B Elective Choices:

Code	Title	Units
MGT 380	Business Strategy	3
MGT 460H	Corporate and Global Strategy	3
MKT 378	Marketing Research *	3
MKT 400L	Understanding and Conducting Business Experiments	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Second Major in Financial Engineering

Financial engineering is a shared major between the McKelvey School of Engineering and Olin Business School. A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance or related fields. This program covers courses in engineering, computer science and business. Students interested in this second major must complete the application (https://wustl.az1.qualtrics.com/jfe/form/SV_b1U32dyG9YWtUKp/) and have a 3.3 or higher grade-point average; this includes the cumulative GPA, the Business GPA, and the Engineering GPA. The financial engineering major is offered to any undergraduate day division student as a second major option and by application only.

Financial Engineering Requirements

Total units required: 30 required units and 18 units of prerequisite course work

- Background Requirements: 18 units

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or ESE 105	Introduction to Electrical and Systems Engineering	

MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	
DAT 121	Managerial Statistics II	3
or ESE 326	Probability and Statistics for Engineering	
or Econ 413	Introduction to Econometrics	
or Math 439	Linear Statistical Models	
Total Units		18

- Engineering Professional Core Requirements: 6 units

Code	Title	Units
CSE 247	Data Structures and Algorithms	3
ESE 427	Financial Mathematics *	3
Total Units		6

- Engineering Electives: 9 units

Code	Title	Units
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 415	Optimization	
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	
or CSE 427S	Cloud Computing with Big Data Applications	
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3

- Olin Professional Core Requirements: 9 units

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
Total Units		9

- Olin Electives: 6 units required

Code	Title	Units
FIN 452	Advanced Derivative Securities	3
B62 FIN 500Q	Quantitative Risk Management	3
B62 FIN 539	Mathematical Finance	1.5
B62 FIN 552	Fixed Income Derivatives	1.5

* ESE 427 Financial Mathematics is to be taken after FIN 340 Capital Markets and Financial Management and before the 6 credit units of FIN 500+.

Minors for Non-BSBA Degree Candidates

Regulations for Non-BSBA Minors

All non-BSBA students pursuing any business minor must do the following:

1. Declare their minor online through WebSTAC no later than the end of their junior year.
2. A minimum of a 2.0 average GPA in all business minor course work is required.
3. Satisfy all prerequisites. (It is preferred that prerequisites be completed at Washington University.) Additional prerequisites may be needed to remain enrolled in certain courses. Please check course listings to ensure all prerequisites are met.
4. Take all 15 units of required courses at Olin Business School. (Non-BSBA students may take one minor course through the overseas study abroad program for each minor.) Courses taken in University College or at another university do not satisfy the requirements for any of the five required minor courses.
5. Take all 15 units of required minor courses for grades (i.e., no pass/fail).
6. Minor prerequisites may be taken as pass/ fail. However, if a minor is switched to a second major or a BSBA degree, pass/fail courses cannot be used toward the second major.
7. 15 additional units are required to earn a second business minor. Students may not double count courses toward two Olin minors or an Olin second major and minor.

Minor Options

Non-BSBA degree students are eligible to pursue a minor in one of the specific fields of business listed below:

The Minor in Accounting

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
ACCT 3610	Intermediate Financial Accounting Theory I	3
Total Units		9

- Accounting Electives (at least 6 units required):

Code	Title	Units
ACCT 3620	Intermediate Financial Accounting II	3
ACCT 363	Cost Analysis and Control	3
ACCT 365E	Taxation of Business Entities	3
ACCT 400A	Analysis of Financial Institutions & Financial Instruments	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 464	Auditing	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Federal Income Taxes	3
ACCT 4680	Advanced Financial Accounting Problems	3

The Minor in Business Analytics

Prerequisites:

- Calculus II: Math 132 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory (MEC 471 requires MEC 290 or Econ 4011)
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, Math 439 Linear Statistical Models, or Math 493 Probability
- Modeling: DAT 220 Analytics and Modelling for Business Decisions

Total units required: 15

- Required Courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 400A	Data Management Tools for Business Decisions	3
DAT 301E	Data Analytics in Python	3
Total Units		9

- Business Analytics Group A Electives (at least 3 units required):

Code	Title	Units
FIN 470A	Research Methods in Finance *	3
MEC 471	Empirical Techniques for Industry Analysis *	3
MKT 400L	Understanding and Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes *	3
FIN 450F	Financial Technology: Methods and Practice *	3
MGT 460I	Sports Business Analytics	3
MKT 378	Marketing Research *	3
MKT 500T	Customer Analytics Using Probability Models	3
OB 434E	Talent Analytics *	1.5
OB 435E	People Metrics *	1.5
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics (formerly OSCM 458)	

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in the Business of the Arts

Total units required: 15

- Required Course:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
or MGT 200A	Business Fundamentals for Non-Business Students	
or MGT 380	Business Strategy	
Total Units		3

- Core (at least 3 units required):

Code	Title	Units
MEC 460O	Business of Arts (Formerly MGT 460O)	3
MGT 432E	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 units required):

Code	Title	Units
MGT 401P	CEL Practicum	3
INTL 323	Business of Art: The European Capitals of Culture	3

- Business of Arts Electives:

Code	Title	Units
ART 223K	Business of Fashion	3
ART 324J	Fashion Promotion and Exhibition	3
E Lit 224	Publishing: History and Contexts	3
E Lit 486	The Business of Books	3
MEC 460	Economics of Entertainment **	3
MGT 421	Introduction to Entrepreneurship **	3
or MGT 460L	Introduction to Social Entrepreneurship	
MKT 370	Principles of Marketing	3
MKT 377	Consumer Behavior **	3
MKT 400E	Elements of Sales: Tools and Techniques **	3
MKT 481	Advertising and Promotions **	3
MKT 482	Brand Management **	3
OB 360	Organization Behavior Within the Firm	3

* MGT 100 is recommended for students in their first-year or sophomore year. Juniors and seniors should take MGT 380. Please note that MGT 380 requires MEC 290 or ECON 4011 as a prerequisite.

** Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in the Business of Entertainment

Prerequisites:

- Calculus II: Math 132 Calculus II
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Note: Non-BSBA students must take a minimum of 12 units in Olin Business School to earn the business of entertainment minor.

Total units required: 15

- Required Courses:

Code	Title	Units
MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	
MEC 460	Economics of Entertainment	3
MKT 370	Principles of Marketing	3
Total Units		9

- Entertainment Group A Electives (at least 3 units required):

Code	Title	Units
AMCS 3490	Media Cultures	3
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
Film 333	Making Movies II: Intermediate Narrative Filmmaking	3
Film 423	Histories of Media Convergence	3
MEC 310E	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management *	3
MEC 471	Empirical Techniques for Industry Analysis *	3
MGT 301	Legal Environment of Business Management	3
MKT 378	Marketing Research *	3
MKT 482	Brand Management	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in the Business of Social Impact

Total units required: 15

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment *	3
or MGT 380	Business Strategy	
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top **	1.5
MGT 460M	Business of Social Impact	1.5
Total Units		6

- Business of Social Impact Group A Electives (at least 3 units required):

Code	Title	Units
MGT 401M	Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar **	3
MGT 401S	Small Business Initiative **	3
MGT 401T	Taylor Community Consulting Project **	3

- Business of Social Impact Group B Electives (at least 3 units required):

Code	Title	Units
ACCT 400C	Not-For-Profit Accounting **	1.5
MGT 402	Ethical Issues in Managerial Decision Making **	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 units required):

Code	Title	Units
AMCS 280	Exploring Inequality: The Social and Structural Analysis of Modern American Life	3
ARCH 307X	Community Building	3
ARCH 490A	Explore & Contribute: Collaboration Between Washington University & Henry Elementary School	3
EnSt 105	Sustainability in Business	3
EnSt 310	Ecological Economics	3
EnSt 375	Urban Ecology	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EPSc 111	Introduction to Global Climate Change in the 21st Century	3
EPSc 201	Earth and the Environment	4

EPSc 219	Energy and the Environment	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change	3
Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 332B	Environmental and Energy Issues	3
SOC 3410	Gender in Society	3
URST 299	The Study of Cities and Metropolitan America	3

* MGT 100 is recommended for students in their first-year or sophomore year. Juniors and seniors should take MGT 380. Please note that MGT 380 requires MEC 290 or ECON 4011 as a prerequisite.

** Application or additional prerequisites are required to take this elective.

The Minor in the Business of Sports

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363
- Marketing: MKT 370 Principles of Marketing

Total required units: 15

- Required Courses:

Code	Title	Units
MGT 440	Sports Management	3
MGT 450G	The Business of Sports	3
MGT 460I	Sports Business Analytics	3
MKT 400M	Sports Marketing	3
Total Units		12

- Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management *	3
MEC 460	Economics of Entertainment *	3
MEC 471	Empirical Techniques for Industry Analysis *	3
MGT 356E	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 460J	Legal Issues in Sports	1.5

MKT 378	Marketing Research *	3
MKT 400E	Elements of Sales: Tools and Techniques *	3
MKT 482	Brand Management *	3
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes *	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Entrepreneurship

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
MGT 100	Individual in a Managerial Environment	3
MGT 301	Legal Environment of Business Management	3
MGT 421 or MGT 460L	Introduction to Entrepreneurship Introduction to Social Entrepreneurship	3
MGT 424 or MGT 477E	Business Planning for New Enterprises (The Hatchery) Launching and Scaling New Enterprises (The League)	3
Total Units		15

The Minor in Finance

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory

- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, Math 439 Linear Statistical Models, or Math 493 Probability
 - Engineering students who have taken ESE 326 and who are minoring in finance will not be required to take DAT 120 or DAT 121.

Total units required: 15

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
Plus a 3-credit Finance elective		3
Total Units		15

The Minor in General Business

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, Math 439 Linear Statistical Models, or Math 493 Probability
- Modeling: DAT 220 Analytics and Modelling for Business Decisions. DAT 220 is a prerequisite for SCOT 356 (formerly OSCM 356) and only required if taking SCOT 356.

Total units required: 15

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
MGT 380	Business Strategy	3
Total Units		6

- Electives (at least 9 units required):

Code	Title	Units
MKT 370	Principles of Marketing	3
FIN 340	Capital Markets and Financial Management	3
OB 360	Organization Behavior Within the Firm	3
SCOT 356	Operations and Manufacturing Management*	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Health Care Management

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3
Total Units		15

The Minor in International Business

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Note: Students minoring in international business can take either MKT 477, MKT 477L or MKT 477S. In addition, they can take either MEC 292 or MEC 292S.

Total units required: 15

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
MGT 308	Introduction to International Business	3
A study abroad experience must be completed for this minor.		
Total Units		6

- Electives (9 units required):

International Business Group A Electives (at least 3 units required):

Code	Title	Units
B52 FIN 420	International Economics and Finance	3
INTL 320	Business, Innovation and Entrepreneurship in Israel	3
INTL 420	Business Research Internship	3
INTL 970	Entrepreneurship and Startups in Europe	3
MEC 292S	Global Economy — Australia	3
MGT 200C	Venture Creation	3
MGT 400S	International Business Environment	3
MGT 401C	CEL Entrepreneurial Consulting Team (Global CElect section only)	3
MGT 405A	Asian Study Tour	1.5
MGT 405S	International Business Environment: Sydney	3

MGT 450I	International Internship in Business	1.5
MGT 450Z	European Study Tour	1.5
MKT 477L	International Marketing London	3
MKT 477S	International Marketing Sydney	3

International Business Group B Electives:

Code	Title	Units
FIN 443	International Finance *	3
MEC 292	Global Economy (You can take only MEC 292 or 292S or 292C.)	3
MGT 460H	Corporate and Global Strategy	3
MKT 477	International Marketing (You can take only MKT 477 or 477L or 477S.)	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Managerial Economics

Prerequisites:

- Calculus II: Math 132 Calculus II
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, Math 439 Linear Statistical Models, or Math 493 Probability

Total units required: 15

- Required Courses:

Code	Title	Units
MEC 290	Microeconomics	3
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3
Total Units		15

The Minor in Marketing

Prerequisites:

- Calculus I: Math 131 Calculus I
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
MKT 370	Principles of Marketing	3
MKT 470N or MKT 378	Applied Marketing Research * Marketing Research	3
Total Units		6

- Electives (9 units required):

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400I	Business & Marketing Innovation	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 400M	Sports Marketing	3
MKT 470E	Pricing Strategies	3
MKT 477 or MKT 477S or MKT 477L	International Marketing International Marketing Sydney International Marketing London	3
MKT 480	Marketing Strategy	3
MKT 481	Advertising and Promotions	3
MKT 482	Brand Management **	3

* The prerequisites for MKT 378 are MKT 370, Math 132, DAT 120 and completion or concurrent enrollment in DAT 121.

** Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Organization and Strategic Management

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
OB 360	Organization Behavior Within the Firm	3
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
Total Units		12

- Electives (at least 3 units required):

Code	Title	Units
MGT 201	Management Communication	4
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top	1.5
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 434E	Talent Analytics *	1.5
OB 435E	People Metrics *	1.5
OB 468E	Mindfulness and Performance in the Workplace	1.5

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Strategy

Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
MGT 380	Business Strategy	3
Total Units		6

- Electives (at least 9 units required):

Code	Title	Units
MEC 370	Game Theory for Business	3
MGT 402	Ethical Issues in Managerial Decision Making *	1.5
MGT 421	Introduction to Entrepreneurship *	3
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	1.5
MGT 460G	Critical Thinking and Complex Problem Solving for Business	1.5
MGT 460H	Corporate and Global Strategy	3
MKT 480	Marketing Strategy *	3
OB 431E	Thinking Creatively and Leading Creative Teams *	1.5
OB 462	Leadership in Organizations *	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

The Minor in Supply Chain, Operations, and Technology

(Formerly Operations and Supply Chain Management)

Prerequisites:

- Calculus II: Math 132 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, Math 2200 Elementary Probability and Statistics, Math 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for Math 2200 will fulfill this prerequisite)

Total units required: 15

- Required Courses:

Code	Title	Units
DAT 121	Managerial Statistics II	3
DAT 220	Analytics and Modelling for Business Decisions	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
Total Units		9

- SCOT Electives (at least 6 units required):

Code	Title	Units
DAT 301E	Data Analytics in Python	3
MKT 400L	Understanding and Conducting Business Experiments	3
SCOT 400D	Supply Chain Management (formerly OSCM 400D)	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics (formerly OSCM 458)	3

Courses

Courses include the following:

- B50 ACCT (Accounting) (p. 1147)
- B52, B62 FIN (Finance) (p. 1149)
- B99 INTL (International Business) (p. 1152)
- B53 MGT (Management) (p. 1153)
- B54 MEC (Managerial Economics) (p. 1159)
- B55 MKT (Marketing) (p. 1162)
- B56, B66 OB (Organizational Behavior) (p. 1164)
- B57 SCOT (Supply Chain, Operations, and Technology) (p. 1166)
- B59 DAT (Data Analytics) (p. 1166)

Accounting

Visit online course listings to view semester offerings for B50 ACCT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B50&crslvl=1:4>).

B50 ACCT 1ELE Accounting Elective: 100 Level

Credit variable, maximum 3 units.

B50 ACCT 2610 Principles of Financial Accounting

Provides an overview of the financial accounting reporting process, with a primary focus on the analysis of economic events and their effect on the major financial statements (balance sheet, income statement and statement of cash flows). Prerequisite: second semester freshman standing. Credit 3 units.

B50 ACCT 2620 Principles of Managerial Accounting

Emphasis on the accumulation and analysis of data for internal decision makers. Introduces the vocabulary and mechanics of managerial accounting and accounting techniques used by internal managers in planning, directing, controlling and decision-making activities within their organizations. Prerequisite: ACCT 2610.

Credit 3 units.

B50 ACCT 2ELE Accounting Elective: 200 Level

Credit variable, maximum 3 units.

B50 ACCT 300A Volunteer Income Tax Assistance

Students assist low-income members of the community with preparing their tax returns through the VITA program. The Internal Revenue Service provides training materials and an online certification program that must be successfully completed prior to students engaging with clients. Students work with the Gateway EITC Community Coalition. Prerequisite: ACCT 2610.

Credit 1.5 units.

B50 ACCT 3610 Intermediate Financial Accounting Theory I

The first of a two-course sequence in corporate financial reporting. Examines the environment of financial accounting, the standards-setting process and the conceptual framework that underlies financial accounting in the United States. Topics: review accounting basics, events and transactions that impact financial statements, comprehension of corporate financial reports, and examination of political and economic factors influencing accounting policy. Prerequisite: ACCT 2610.

Credit 3 units.

B50 ACCT 3620 Intermediate Financial Accounting II

Continuation of ACCT 3610. Focus on the accounting and reporting of various stakeholders' claims against the corporate entity. Claims of shareholders, long-term creditors, employees and governmental bodies are examined. An in-depth understanding of applicable generally accepted accounting principles is developed by examining the strengths and weaknesses of these principles and alternative accounting practices. Prerequisite: ACCT 3610.

Credit 3 units.

B50 ACCT 363 Cost Analysis and Control

This course will focus on the impact of changes in markets, in operations, and in information technology that affect the design of management accounting systems. Emphasis is on the strategic role of cost information in planning and controlling operations. Current thrusts of quality control and customer service in managing operations have placed new demands on management accounting systems beyond the traditional role of product costing for financial reporting. The course objective is to analyze how these new demands can be met through the expansion of the scope of management accounting systems. Prerequisite: ACCT 2620.

Credit 3 units.

B50 ACCT 365E Taxation of Business Entities

This course involves an examination of tax laws at the federal, state, and international levels, with an emphasis on corporate taxpayers and partnerships. A data-driven approach will be used to show how various business transactions affect a business

entity's tax liability. Attention will also be given to various ways in which business entities might structure transactions to avoid or reduce tax liability and how the choice of business entity type affects these decisions. Prerequisite: ACCT 2610.

Credit 3 units.

B50 ACCT 3ELE Accounting Elective: 300 Level

Credit variable, maximum 3 units.

B50 ACCT 400A Analysis of Financial Institutions & Financial Instruments

The main goal of the course is to give you an in-depth understanding of how financial reports provide unusually accurate and detailed (but not perfect) information about the risks and performance of firms in the financial services industries. These firms' financial statements increasingly are based on fair value accounting and their financial reports typically include extensive risk and estimation sensitivity disclosures. Both fair value accounting and risk and estimation sensitivity disclosures are necessary ingredients for financial reports to convey the risk and performance of financial services firms in today's world of complex, structured, and risk-partitioning financial instruments and transactions. While financial services firms often apply fair value accounting and risk and estimation sensitivity disclosures imperfectly (or worse), careful joint analysis of the information they do provide invariably yields important clues about their risks and performance. Prerequisite: ACCT 3620.

Credit 1.5 units.

B50 ACCT 400C Not-For-Profit Accounting

Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990. Prerequisite: ACCT 2610.

Credit 1.5 units.

B50 ACCT 400L Ethical Decision Making in Accounting

Accountants frequently find themselves working in environments rife with ethical challenges. This course is designed to provide students with an understanding of various ethical theories and related frameworks for ethical decision making, with an emphasis on how these frameworks may be applied to situations frequently faced by accountants. The course will draw heavily upon actual cases faced by accountants, and it will also incorporate the current professional standards required for CPAs by the American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct. Prerequisite: ACCT 2610.

Credit 1.5 units.

B50 ACCT 400M Ethics I

This course is designed to help the student understand ethical reasoning and behavior, and it will help them to define their own moral compass using case studies as the primary source of instruction. The primary goal is to make the student a role model for others in ethical behavior. Students will learn not just how to determine the proper ethical choice; more importantly, they will learn how to effectively implement the behavioral changes required to achieve solutions to ethical dilemmas. To quote (while paraphrasing) the authors of the textbook, "We strive in [these courses] not only to educate accounting students to

be future leaders in the accounting profession but to stimulate [the student's] ethical perception and cultivate virtue thereby awakening [their] sense of duty and obligation to the public interest." Prerequisite: ACCT 2610.

Credit 1.5 units.

B50 ACCT 400N Ethics II

This course was designed to help students develop a deeper understanding of ethical behavior, including dealing with fraud in financial statements, legal obligations of auditors, Wall Street expectations and earnings management, and what it takes to be an ethical leader. To quote the author, "...it comes down to one's sense of right and wrong and willingness to voice values to positively impact (the) auditor responsibility." This second segment of Ethical Decision Making in Accounting is offered for the purpose of creating ethical leaders in the accounting and auditing profession, the business community, and society and to instill that sense of right and wrong and the eagerness to put it into action. Prerequisite: ACCT 400M.

Credit 1.5 units.

B50 ACCT 431 Financial Metrics for Start-Ups

This course provides the core set of tools and strategies that would be used by the chief financial officer at a private, entrepreneurial company. The course follows the life cycle of a company that begins life as a start-up, and it covers the accounting-related financial metrics that are needed by an entrepreneur. We will cover topics relevant to the earliest stages of a business (e.g., setting up the initial accounting infrastructure) and continue through to the company's exit. The exit would typically be to a strategic buyer, a private equity firm, or via an IPO. Enrollment is limited. For undergraduate students, previous accounting course work is required.

Credit 1.5 units.

B50 ACCT 455 Accounting Policy and Research

This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools used by accounting practitioners. Finally, students will gain an appreciation of the primary methods underlying academic research in accounting. Prerequisites: ACCT 2610, ACCT 2620 and DAT 121.

Credit 3 units.

B50 ACCT 464 Auditing

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted

Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams. Prerequisite: ACCT 3620.

Credit 3 units.

B50 ACCT 466 Financial Statement Analysis

Designed to enhance students' understanding of the process of evaluating financial statement information. Requires a basic familiarity with financial accounting and the assumptions underlying measurements reported in financial statements, an understanding of the economic and regulatory forces underlying corporate disclosure of financial statement information and their effects on financial statement information, and familiarity with data sources and analytical tools to extract and evaluate this data. Objectives are to develop familiarity with this type of analysis and to gain an appreciation for its limitations. Topics: profitability and risk analysis, credit risk models, forecasting and valuation. Prerequisite: ACCT 3610.

Credit 3 units.

B50 ACCT 467 Federal Income Taxes

This course provides an introduction to federal income taxation with primary emphasis on the tax implications of business transactions. The objectives of the course are to develop a basic understanding of federal income tax laws and to provide a framework for integrating income tax planning into the decision-making process. The course is of value to all students who need to recognize the important tax consequences of many common business transactions and is not intended solely for accounting majors or those students interested in becoming tax specialists. Prerequisite: ACCT 2610.

Credit 3 units.

B50 ACCT 4680 Advanced Financial Accounting Problems

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: ACCT 3620.

Credit 3 units.

B50 ACCT 4ELE Accounting Elective: 400 Level

Credit variable, maximum 3 units.

Finance

Visit online course listings to view semester offerings for B52 FIN (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B52&crslvl=1:4>). For B62 FIN (p. 1151), please refer to the course listed below.

B52 FIN 340 Capital Markets and Financial Management

Students will learn how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impact of diversification and leverage on portfolio risk, the relationship between risk and expected return

in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital. Prerequisites: MATH 132, ACCT 2610, MEC 290 or ECON 1011, DAT 120 and completion or concurrent enrollment in DAT 121.

Credit 3 units. EN: S

B52 FIN 400I Mergers & Acquisitions

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course are M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring of transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs negotiation sale processes. Prerequisites: FIN 340 and completion or concurrent enrollment in FIN 448.

Credit 1.5 units.

B52 FIN 400J Advanced Valuation

This course covers advanced topics in valuation. Main topics covered will be the valuation of private firms and young businesses, and the valuation of financial services firms such as banks and insurance companies. The course applies both theory and practical valuation methods through the analysis of cases and real world examples. Prerequisite: FIN 448.

Credit 1.5 units.

B52 FIN 400K Public Equity Investments

This hands-on course provides a learning platform for how to invest in public equities like a bottoms-up, fundamental, buy-side analyst. The course focuses on the process of how many "Tiger Cubs" invest, but will also cover other investing approaches and styles as well. Learning objectives of the course include mastering three-statement modeling; developing the research process for an investment idea in public equities; interactions with real buy-side analysts and portfolio managers on their experience at hedge funds in NYC/SF; and concludes with students pitching an investment idea to a group of buy-side analysts and select number of portfolio managers. Ultimately, this course will provide a solid foundation on which students can successfully build as a buy-side analyst. Students must submit an application for approval to enroll in this course. See Campus Groups for application under Registration. Prerequisites: FIN 448 and instructor approval.

Credit 3 units.

B52 FIN 400L Private Equity — Methods

This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating private equity investments. The course will also cover the history of private equity and the different roles of private equity, including growth capital, LBO/MBO, roll-up, and so on in the evolution of the firm. Private equity funds in the context of the overall market (i.e., strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private equity

as an investment and its role in portfolio construction will also be analyzed. Finally, the legal structure of private equity funds in the context of firm control and governance will be reviewed. Prerequisite: FIN 448.

Credit 1.5 units.

B52 FIN 400M Private Equity — Practice

This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities, and, where appropriate, negotiating, arranging financing, and closing investments. The course also relies heavily on bringing in professionals from the local community to provide real-world perspectives on private equity investing. Prerequisites: FIN 448 and FIN 400L.

Credit 1.5 units.

B52 FIN 400W Venture Capital Methods

Students are exposed to the process of analyzing, valuing and structuring potential equity investments in privately-held, entrepreneurial, venture-stage businesses. The goal is to develop critical thinking skills in evaluating potential investments and understanding the dynamics of various risk factors predominant in such investments, including market risk, execution risk and technology risk. The classes will be a combination of individual readings, case learning, presentations and panel discussions by industry experts, and experiential learning in a team format. Classes will be case study driven and will focus on company- and fundspecific situations. Guest lecturers will be used extensively and will provide content integral to the course. The final sessions of the class will be conducted as a presentation and analysis of a potential investment. Prerequisites: FIN 340 and either FIN 441 or MGT 421.

Credit 1.5 units.

B52 FIN 400X Venture Capital Practice

This course is the capstone for students interested in early-stage investing. The course objective is to develop practical skills for angel and early-stage investing in private companies. Students will partner with professional investors in the St. Louis community to perform various activities, including finding deals, performing evaluations of investment opportunities, and, where appropriate, negotiating, arranging financing, and closing investments. The course also relies on bringing in investment professionals from the local community to provide real-world perspectives on early-stage investing. Prerequisites: FIN 400W and instructor approval.

Credit 1.5 units.

B52 FIN 420 International Economics and Finance

Analysis of a global financial center and the current financial crisis, its origins and how the global markets are affected. Initially, the course looks at the rise of London (Section 1) or the Asian Markets (Section 2) to become one of the world's financial centers, outlining the historical developments and regulatory changes. Then, it focuses in more details on the role of the government in setting policy which affects financial services domestically and internationally. The course continues to look at specific functional areas — hedge funds, private equity, structures products, liquidity and central banks. The module

discusses in different sessions the current financial crises and what role different financial institutions and products played in its development. Prerequisite: admission to either the London Internship Program or the Asia Pacific Internship Program. Credit 3 units.

B52 FIN 428 Investments Praxis

Students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the university. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of stocks, consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course focus is on developing and implementing investment ideas. Prerequisite: FIN 448. Credit 3 units.

B52 FIN 441 Investments

Introduces the theory and practice of investments from the point of view of an investment/portfolio manager. We will begin with a review of asset classes, financial history, and preferences for risk. Next, we will have a brief review of statistics and finance and we will review matrix algebra. We will then apply these tools to examine the trade-off between risk and return and to develop and implement Modern Portfolio Theory. The major topics covered will include the Capital Asset Pricing Model (CAPM), Markowitz optimization, performance evaluation, market efficiency, and Arbitrage Pricing Theory (APT). The last portion of the course will be devoted to fixed income securities including interest rates, bond valuation, and bond immunization. Prerequisites: FIN 340, MATH 132, MEC 290 or ECON 1011, DAT 120 and DAT 121. Credit 3 units.

B52 FIN 443 International Finance

This course provides a framework for making financial decisions in an international context. Topics include relevant features of financial markets and instruments (e.g., foreign exchange, currency futures and options, swaps); exchange rates; corporate risk management; international investing; and capital budgeting issues. Prerequisite: FIN 340. Credit 3 units.

B52 FIN 447 Information, Intermediation, and Financial Markets

Examines the organization and function of financial markets from the corporate perspective with an emphasis on investment banking activities. Topics: design, issuance and trading of corporate securities, risk management and corporate control transactions. Develop familiarization with current practices while building a conceptual framework for understanding and anticipating change in the institutions that make up the financial markets. Prerequisite: FIN 340. Credit 3 units.

B52 FIN 448 Advanced Financial Management

Advanced study of corporate financial management. A major focus is the relationship between the internal decisions of the corporation and the valuation of the firm in the capital market. Topics: capital budgeting systems, capital structure, debt policy, cash and working capital management, short- and long-term financial planning. Prerequisites: FIN 340 and DAT 121.

Credit 3 units.

B52 FIN 450F Financial Technology: Methods and Practice

This course will provide an overview of financial technology and cover specific topics in this area. Topics covered include data-driven credit modeling, cryptocurrencies, digital wallets and block chains, robo advising, high-frequency trading, crowd funding, and peer-to-peer lending. The course will also discuss the regulatory aspects of fintech. The course will cover different methods as well as practical applications. Prerequisite: FIN 340. Credit 3 units.

B52 FIN 451 Options, Futures and Derivative Securities

Examines the theory and practical application of derivative securities such as futures, options and swaps. Central to the theory of derivative security pricing is arbitrage and payoff replication. In practice, derivative securities provide a principal route to manage and, in particular, hedge financial risk. Futures, options and swaps on different types of underlying assets are examined with emphasis on pricing and application. Prerequisite: FIN 340. Credit 3 units.

B52 FIN 452 Advanced Derivative Securities

This courses focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management. Prerequisite: FIN 451. Credit 3 units.

B52 FIN 470A Research Methods in Finance

The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages. Note: There will be significant overlap in the course tools used in both MEC 471 and FIN 470A. However, the applications and papers for each class will be entirely different. Prerequisites: QBA 120, QBA 121 and FIN 340. Credit 3 units.

B62 FIN 549H Special Topics: Real Estate Finance

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisites: FIN 340 and approval of Graduate Programs Offices for undergraduates. Credit 1.5 units.

International Business

Visit online course listings to view semester offerings for B99 INTL (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B99&crslvl=1:4>).

B99 INTL 300A Planning for International Learning

The primary focus of this course is on preparation for the study abroad/internship experience. Topics include the following: what does a global firm look for in a globally competent recruit; development of goals and objectives for international experience; develop a working knowledge of host country key features such as businesses, culture and politics; overview of logistics for study abroad, including timeline expectations, visa, housing, travel, contact with Olin, and registration for return semester; Career Services resources on how to use study abroad/internship to obtain a summer job/internship. Prerequisite: admission to one of Olin's study abroad or international internship programs or permission of instructor.

Credit 0.5 units.

B99 INTL 300B Applying International Experiences

Focus is on strengthening student experiences while on a study abroad/internship experience. Topics include the following: minimalizing impact of culture shock and new academic programming through participation in on-site orientations; maximizing academic advising services while abroad; identifying opportunities to engage with the local culture; connecting student's individual personal and professional goals by revisiting actions and outcomes. Prerequisite: enrolled in current Olin Study Abroad program.

Credit 0.5 units.

B99 INTL 320 Business, Innovation and Entrepreneurship in Israel

Israel is an innovation and entrepreneurial hub with more listings on the NASDAQ than any country other than the US, more patents per capita and more entrepreneurial events occurring in Israel in both the commercial and social arena than anywhere else in the world. Students will learn about the Israel economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion experience to Israel and contains an additional lab fee for the immersion.

Credit 3 units. EN: S

B99 INTL 321 Family Business in Europe

This course explores and analyzes continuity challenges of family business and their best management practices. The focus of this course is on pragmatic, action-oriented, management; governance; and family business leadership skills. The course addresses the governance and management of established family businesses. It examines succession, values, life cycles, business strategies, conflict resolution, communications, management, philanthropy and other topics that uniquely touch family business governance and management. It will convey the characteristics that differentiate family businesses from other businesses. Attention is devoted to evaluating family firms and their growth options to provide a roadmap for analyzing how family ownership, control, and management affect performances and how family firms can create and ensure more value through generations. Prerequisite: participation in the Business in Europe Study Abroad Program.

Credit 3 units.

B99 INTL 322 Family Business Consulting Project

As part of this module, students will take part in a team consultancy project. In a location in Italy, students will take an integrative and critical approach to applying the perspectives and disciplines covered during the BSBA Business in Europe program, and they will experience a strategic management perspective as it relates to family firms. The purpose of the consultancy project is to give students an opportunity to apply what has been learned in the program (through course lectures, readings, and case discussions) to problems in a real family firm. Teams gather information from people in the family firm through direct contact; they may supplement this information with data from the media, the organization's literature, and other secondary sources. Students should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution). Teams should focus their analysis by applying the concepts from the course. While it is acceptable to incorporate several concepts from the course, students should aim for depth rather than breadth regarding the use of course concepts. The goal is to diagnose the mechanisms that are causing the problem or issue of concern in the organization. Initially, students may notice many symptoms (e.g., a crisis after the succession, seemingly an unhealthy family culture, low family member commitment and involvement, governance issues), but the task is to get to the underlying reason for these symptoms. Students should also be aware that sometimes the initial symptoms that we think we see are not what they appear to be. Prerequisite: participation in the Business in Europe Study Abroad Program.

Credit 1.5 units.

B99 INTL 323 Business of Art: The European Capitals of Culture

This unique course is designed for students of the arts and students of business interested in the relationship between arts and management, culture and commerce, as a site of possibility. Based in two sites - London and Galway in the west of Ireland - the course looks through the lens of the European Capitals of Culture (ECoC) program, established in 1985. Visiting Galway 2020 will enable you to gain first-hand experience of how the vision of 'creative cities' - manifested through a yearlong program of events and initiatives - celebrates the arts and cultural engagement as 'drivers' for social and economic regeneration. Whilst London is an established center for business and the arts, Galway, is a smaller, regional city, which is hoping to

use the awarding of the ECoC to grow in these areas. You will gain working knowledge of the complex needs of cultural producers, managers and entrepreneurs as leaders, facilitators and catalysts. You will come away with insights in to what is at stake for the people and environment in the spheres in which they operate. Whilst gaining knowledge of theoretical frameworks, the course has an emphasis on creativity and arts-based learning - debate, critique and visual and experiential methods. Preference is given to students minoring in Business of Arts.

Credit 3 units.

B99 INTL 420 Business Research Internship

This is the capstone course for overseas internship programs where students learn to apply rigorous statistical and analytical approaches to research questions in business, but not limited to questions relating to marketing, management, finance and economics, operations and policy. Students identify a research topic and present this topic to faculty supervisors for approval. The goal is to capitalize on the practical knowledge gained while interning abroad and apply that to a research question in the area in which a student is interning. Students are required to review the current literature on their topic, formulate their own research questions, identify potential data sources they can use to address these questions, and make recommendations to add to the body of knowledge on their chosen subject. Prerequisite: admission to one of Olin's International Internship Programs. Credit 3 units.

Management

Visit online course listings to view semester offerings for B53 MGT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B53&crslvl=1:4>).

B53 MGT 100 Individual in a Managerial Environment

As an introduction to the foundations of business, this course covers four major themes: (1) how markets work; (2) motivating and managing people; (3) business strategy and firm performance. This is a first-year level course and may not be completed beyond the sophomore year.

Credit 3 units. EN: S

B53 MGT 106E The Endgame for Entrepreneurship: Leveraging Capitalism for Good

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and

skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 105

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

B53 MGT 150A Foundations of Business

Provides first-semester business students with an introduction to each of the functional areas of business as well as the entrepreneurial function. As they work to design their own enterprise, students will build skills in teamwork, communication, critical thinking, and an understanding of the complex interplay of business functions. Prerequisites: Fall semester enrollment is only open to incoming business freshmen, and students must be concurrently enrolled in MGT 100.

Credit 2 units.

B53 MGT 160E Morality and Markets

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 161

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

B53 MGT 200A Business Fundamentals for Non-Business Students

This course is intended to help successfully position arts and sciences, engineering, and design majors for careers in organizations such as nonprofits, entrepreneurial ventures, and corporations, among others. Students learn key technical and professional skills that are valued and often required by employers. Topics addressed include working in teams, data-driven decision making, financial and business analysis, concepts for organizational strategy, professional communication, and career strategies. The course uses a combination of lectures, exercises, projects and cases to introduce participants to these topics. The class is designed for Washington University undergraduates in Arts & Sciences, Engineering, and Design and Visual Arts who are preparing for internships or jobs. Recommended for sophomores and juniors. Business students cannot receive credit.

Credit 3 units. EN: S

B53 MGT 200B Global Perspectives

We examine the economic, political, cultural, and social bases of business in Cuba from a global perspective. These bases are explored to understand how business in Cuba is conducted and how it relates to the global economy. We examine these bases in their historical context, in how they relate to current changes in Cuba, and in how they may affect future prospects. The normalization of relations between the United States and Cuba

will be studied in terms of its impact on business for U.S. and Cuban firms. An immersion experience covering the topics of the course occurs on a one-week trip to Cuba during spring break. Enrollment limited to 16. Prerequisites: MGT 100 or permission of instructor; online application.
Credit 3 units.

B53 MGT 200C Venture Creation

Venture Creation is designed for students who are interested in exploring the venture creation process, or the undertaking of creating a new business from scratch. The course allows students to experience entrepreneurship in a unique and innovative manner by integrating theory and practice in an interactive learning by doing process. The goal of the course is to assist and support students in the realization of a business vision from inception of an idea to fruition of a company producing value.
Credit 3 units.

B53 MGT 201 Management Communication

Managers who write and speak effectively excel in business leadership. Persuasive and authentic communication is not only useful in advancing your business career; business employers also consider communication skills to be the most important attribute in people they hire. Effective communication involves more than mastering technical writing and presentation skills. Successful communicators use critical thinking to assess business scenarios and the audience who will hear or read a message; they craft communication in order to attain targeted results. This course gives you the opportunity to become a more polished communicator as you work toward the following goals: Applying rhetorical principles to management communication; Using critical thinking to analyze the audience, the organizational environment, and problems before choosing communication strategies; Implementing principles of plain language and effective design; Collaborating with colleagues to create a communication strategy for a live corporate client. Prerequisite: BSBA degree student standing or declared business second major or minor.
Credit 4 units.

B53 MGT 301 Legal Environment of Business Management

Surveys the various areas of law that make up the legal environment of business. Develops a basic understanding of law as it relates to business, with traditional emphasis on private law and business transactions. This study of the micro law of business reviews the detailed substantive rules in the areas of contracts, sales, product liability, agency, corporations and partnership. In addition, a summary review of contemporary legal problems such as insider trading, discrimination in employment, sexual harassment and ethics may be discussed, if time permits. Case studies are analyzed in order to give the student an understanding of how various laws apply to actual situations. Prerequisite: sophomore standing.
Credit 3 units.

B53 MGT 308 Introduction to International Business

Focus on the aspects of management of a business enterprise that are necessary to compete in the global marketplace. The course begins with a survey of the environmental context in which international companies operate (economic systems and cultural factors). This is followed by a review of International Trade Theory and Economics. This forms a basis for concentration in the second half of the course on strategies

and structure for global operations. The course deals with the situations in Europe, Japan, Latin America and China through case studies and discussion of current topics and their relation to the fundamental aspects of global business management. Prerequisite: junior standing or permission of instructor.
Credit 3 units.

B53 MGT 322 Health Care Management

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators or providers in the course of their work. Issues addressed include but are not limited to financial issues, management challenges and conduct of operations. The first phase covers the basic background on the structure and financing of the health care industry to include very brief reviews of critical topics such as insurance and government-provided health care. A few basic frameworks are then developed for students to apply to course topics moving forward, such as cost/benefit analysis and evaluation of risk. The remainder of the course involves critical analyses of health care cases involving varied subjects and management challenges. Sessions emphasize student-led discussions.
Credit 3 units. EN: S

B53 MGT 356E Sports Entrepreneurship and Emerging Technologies

This course is an introduction to the concepts, theories, and practices unique to sports entrepreneurship and emerging technology. This course seeks to understand the fundamentals of early-stage companies and their growth trajectories from idea to exit. This course covers key topics in sports entrepreneurship and technology, including the various stages of the startup, the art of the pitch, market data-driven decision making, investor relations, and valuation. It surveys the rapidly changing ecosystem of entrepreneurship and technology across the global sports industry. Artificial intelligence, machine learning, augmented reality, virtual reality, human performance, Esports/gaming, and venue tech as they relate to entrepreneurial concepts, practical applications, and principles will also be addressed.
Credit 1.5 units.

B53 MGT 380 Business Strategy

The course adopts the perspective of the general manager -- the individual charged with developing and implementing the long-term strategy of a business. The course develops basic tools and concepts in strategy formulation, including competitive advantage, value creation and capture, industry analysis, capability assessment, competitive positioning, and strategy implementation. The course is designed to develop students' skills in both analyzing observed strategies and in formulating and implementing new ones. Prerequisite: MEC 290 or approved substitution.
Credit 3 units. EN: S

B53 MGT 400S International Business Environment

What is the relationship between the dominance of the financial interests centered in the City of London and the competitive performance of British industry? How does Britain reconcile an advanced capitalist economy alongside a traditional social and political structure? How great is the tension between domestic forces that seek closer economic and political integration with Europe and those pushing for greater engagement with Britain's

former English-speaking colonies? Is British foreign policy driven more by economics than national security? This course addresses these and other important questions regarding British political economy by contextualizing current issues within the wider evolution of the country's political, economic and social systems since 1945. Prerequisite: Admission to the London Internship Program.

Credit 3 units. BU: IS

B53 MGT 401C CEL Entrepreneurial Consulting Team

The CElect program is a consultative experiential course that provides students the opportunity to work directly with start-up businesses. Early stage companies provide a unique environment for students to make a meaningful impact on the future trajectory of a growing organization. CElect is an experiential learning course that matches teams of Washington University students with start-up ventures across various locations (locations specified by sections) to perform defined management consulting projects. In addition to the required orientation session(s) and concluding sessions, students will work directly with the professor and with their client company on a consistent, but variable, schedule depending on the needs over the course of the shortened semester. Please Note: There is a required orientation and/or travel (depending on section) session that will be held prior to the start of the semester. The class time listed is required to be available each week. Prerequisite: APPLICATION REQUIRED for acceptance consideration: Click on the link below. Application must be completed by November 19th; http://olinbusiness.ut1.qualtrics.com/jfe/form/SV_9mDx0SxCS8MAoGG Enrollment is limited. All students should also add their name to the waitlist in WebSTAC (Law School course: W74 675C). Please direct questions to Amy Soell, CEL Program Manager (amysoell@wustl.edu)

Credit 3 units.

B53 MGT 401M Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar

This course focuses on sustainable development in rural subsistence economies, using Madagascar as a case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have a positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom up economic growth. Students in Humanities, Social Sciences, Business, Design, Engineering, Physical Sciences, Law, Social Work, Economics, Political Science, Public Health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field tested in Madagascar. Student teams travel to Madagascar in the summer (pending WashU policy) for several weeks and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Lab Fee: Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed and travel arrangements have been made. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Students are required to be on the ground for the entirety of the Madagascar residency. To the extent that there are extenuating circumstances, please contact the course faculty directly in advance of registration. Prerequisite: Application is required and enrollment is limited.

Students should apply by adding their name to the waitlist in WEBSTAC, this will notify staff to send an application to interested students who will be notified of acceptance prior to the spring semester. Poster board sessions for students taking the trip occur in the following fall term. Students may not withdraw from this course after the third week of February.

Credit 3 units.

B53 MGT 401P CEL Practicum

The CEL Practicum is a consultative experiential course that provides students the opportunity to work directly with established for-profit and non-profit organizations at a regional, national, or international level. Students work in four to six person teams on strategic consulting projects that delve into specific critical problems faced by the institution or company they are assigned. Teams will apply insights from their coursework to real-world business problems with supportive faculty advising and regular peer coaching. Each student is expected to spend in excess of 100 hours during the semester on their specific project. While the class will not meet regularly, there are specified times across the semester, including an intensive to start the year, where the entire class will get together to learn tools relevant to these engagements, and to share lessons and identify best practices in engagements across the student body. Prerequisite: Applications are required, and enrollment is limited. Interested students should add their name to the waitlist in WebSTAC and will be sent application information soon after the registration window. Students will be notified of their acceptance to the program shortly after the application process, and will have an opportunity to rank their preferred project prior to the start of the semester.

Credit 3 units.

B53 MGT 401S Small Business Initiative

The CEL offers students the opportunity to gain SBI experience. The SBI partners with local small businesses. Students work in a four-six person team on consulting projects, applying insights from their coursework to real-world business problems under faculty supervision. Each student is expected to spend a minimum of 150 hours during the semester on the project. Students' grades are based on deliverables throughout the semester including the final written and oral report at the conclusion of the project.

Credit 3 units.

B53 MGT 401T Taylor Community Consulting Project

The CEL's Taylor Community Consulting Program is a consultative experiential course that partners students with local, regional, and national non-profits to support their strategic development. Students work in four-six person teams on consulting projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend 150 hours during the semester project. Prerequisite: Applications are required and enrollment is limited. Interested students should add their name to the waitlist in WebSTAC and will be sent application information shortly after registration. Application information will be shared only to students who are waitlisted for the course. Students will be notified of their acceptance.

Credit 3 units.

B53 MGT 402 Ethical Issues in Managerial Decision Making

This course considers not only what ethical behavior means for a business entity, but how to: (i) balance competing ethical concerns against each other; and (ii) implement and sustain this balance across an organization. Readings and classwork zero in on the issues and situations most likely to put a manager in jail and the company in bankruptcy. Classes include Socratic discussion, simulations, analysis of video clips, and team tasks. The emphasis is on practical frameworks and tools managers can apply in the real world. Prerequisite: senior standing. Credit 1.5 units.

B53 MGT 405A Asian Study Tour

This course encompasses individual and team research, writing, presentation, and participation in Olin's Asian Study Tour. It includes required attendance and expected professional contributions to all corporate and government visits and briefings and other required individual and group activities. Prerequisite: Admission to the Asia Pacific Internship Program. Credit 1.5 units.

B53 MGT 405S International Business Environment: Sydney

The aim of this course is to internalize and develop multicultural competency applied within personal, organizational and business contexts. Reaching this goal includes developing personal awareness, understanding important concepts, and developing multicultural skills. The ability to recognize and overcome common pitfalls that prevent people from operating effectively within -- and actually benefiting from -- multicultural contexts will be explored. Prerequisite: Admission to the Asia Pacific Internship Program. Credit 3 units.

B53 MGT 418 International Business: A Euro Perspective

Examines the economic and institutional setting of Europe from a general business perspective. The economic and political structures of major countries are studied. The role of the European Economic Community examined as well as that of some major international organizations such as GATT and OECD. The primary emphasis is with countries of western Europe. Other topics: theory of customs, unions, monetary and economic integration, and multicountry policy integration. Opportunities for and problems of doing business in Europe examined from both an overall strategic perspective and from the perspective of the different functional areas. Prerequisite: admission to the London Internship Program. Credit 3 units. BU: IS

B53 MGT 420 Research in Health Care Management

This is the capstone course for the Health Management major where students learn to apply rigorous statistical and analytical approaches to research questions in health services, but not limited to questions relating to management, finance and economics, operations and policy. Faculty identify several available research project options and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and health care firms to identify the student research projects. Students also are encouraged to formulate their own research questions and to identify potential data sources they could use to address these questions, if they so desire. Students work in teams of 3-4, using the approach developed for the Practicum and Hatchery courses.

Credit 3 units.

B53 MGT 421 Introduction to Entrepreneurship

Through case studies, frequent guest speakers, and the professor's own experience, the real world of entrepreneurship will be brought into the classroom to provide a context for students to learn the fundamentals of founding, operating, and exiting a startup business. Students will learn new perspectives that will teach them to think like an entrepreneur. Those who are interested in the general study of entrepreneurship, those who want to be entrepreneurs, and those who would like to leverage entrepreneurial principles in other career paths are all good candidates for the course. This course can only be taken for a grade. Prerequisite: sophomore, junior, or senior standing in any school or college. Students can either enroll in either MGT 421 or MGT 460L. They can't receive credit for both courses. Credit 3 units. EN: S

B53 MGT 424 Business Planning for New Enterprises (The Hatchery)

In this course, students form teams to pursue their own or an outside entrepreneur's commercial or social venture. The first session will feature a "Team Formation" event where students and community members pitch their ideas and opportunities to the class. During the semester, the teams are supported and advised by the Instructor, Executive Coach, and Mentor(s) as they research and develop startup plans. Academic deliverables include two presentations to a panel of judges and a complete business plan for commercial ventures or sustainability plan for social ventures. The course is open to students from all disciplines and degree programs. Most of the work will be done outside the classroom with the support of the coaches, mentors, advisors and instructor. Classes will be held once per week for the first half of the semester. Workshops and rehearsals will be required in the second part of the term. Recommended prerequisites: Introduction to Entrepreneurship (MGT 421), Introduction to Social Entrepreneurship (MGT 460L), or Entrepreneurial Engineering (EECE 480). Junior standing or higher expected. Credit 3 units.

B53 MGT 429E Management and Corporate Responsibility

Our goal is to help managers incorporate "corporate social responsibility" demands into their actions within their firms. Assuming that no managers wish to work at a socially irresponsible company, this requires us to understand precisely what these socially responsible demands entail and how they might run counter to taking actions that increase value for the firm's owners and make the manager. We will take care to rigorously define these socially responsible demands and subject them to philosophical and economic examination so that we can assess and implement them. This inquiry would also require us to understand the public relations and political implications of the outsiders' perceptions about the social responsibility of the actions of the firm and its managers, with an eye toward improving these perceptions and reducing political costs. Credit 1.5 units.

B53 MGT 432E Business Management of Arts Organizations

This course is for students who want to work in arts-related organizations and corporations. It will complement the Business of Arts course, which is directed to individual artists who need a business background and who may become entrepreneurs. The intent of this course is to provide business-oriented students

who want to work in organizations producing a wide array of arts -- including the performing arts, architecture and design, art galleries (both museum and sales), fashion or media -- the knowledge of how these institutions are managed and financially run, in both the for-profit and non-profit areas. The course will build on basic business skills and combine lectures, case studies and expert professional interactions. This will include on-site visits and presentations. The course will also provide a framework for experiential learning practicum projects. which will be conducted simultaneously with various arts organizations. Prerequisite: MGT 100, MGT 200A, or MGT 380. Credit 3 units.

B53 MGT 440 Sports Management

This course examines business and management issues involved in the sports industry. This industry is very diverse, ranging from global sports events (such as the Olympic Games, World Cup Soccer, etc.) to major national competitions (such as the National Football League, Major League Baseball, etc.). Engaged in this industry are many different players, including franchises, governing leagues, sponsors, media, stadium owners, government, fans, and so forth. This course will take a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration. Credit 3 units.

B53 MGT 445E Acquisition Entrepreneurship

The purpose of this course is to provide students with an opportunity to explore being an entrepreneur by acquiring a company rather than starting one from scratch. The readings and class discussions will help students understand how to purchase a business, finance an acquisition, and operate and grow a business. The cases and conversations will help students understand what it is like being a young, first-time CEO and what types of challenges and issues will be encountered. Credit 1.5 units.

B53 MGT 450A Internship in Business

This is an online course designed to deepen the overall learning students gain from an internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship will be markedly increased, for both students and employers. Internship in Business is a 1.5-credit pass/fail course for Olin Business School undergraduates. The course, credit, and pass/fail grading are transcript notations, but the hours earned for MGT 450A do not count toward the 120 hours minimum needed for graduation nor does the grade count toward the student's GPA. Students must submit an application for approval to the Weston Career Center. Prerequisite: Approval from Weston Career Center. Credit 1.5 units.

B53 MGT 450D Honors Thesis I: Research and Analysis

The Olin BSBA Honors Thesis challenges motivated students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. Senior BSBA degree students in good standing with a cumulative grade-point average of 3.70 or higher have the opportunity to develop an intensive research project that extends far beyond the limits of the material in a single course during a single semester. In the two-semester

honors thesis sequence, research and analysis are the foci of the first semester. With successful progress, the student will write, present, and defend the research during the subsequent semester. Prerequisite: Senior standing and faculty permission. Credit 3 units.

B53 MGT 450G The Business of Sports

This course provides an overview of the major aspects of the sports business industry, including but not limited to the following: (1) the primary revenues and expenditures of pro and college sports; (2) collective bargaining agreements; (3) sports media rights; (4) facility financing; (5) sports sponsorships and athlete endorsements; (6) the role that sports commissions play within communities; and (7) current events that affect the growth and evolution of the sports business industry. Credit 3 units.

B53 MGT 450I International Internship in Business

This online course deepens the overall learning a student gains from an international internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship increases markedly, for both the student and employers. Prerequisite: Admission to one of Olin's International Internship Programs. Credit 1.5 units.

B53 MGT 450R Business & Government: Understanding and Influencing the Regulatory Environment

The United States as well as many of the world's governments has entered a new episode with respect to the interaction of business and government. Now, more than ever, government regulations are attempting to spur job growth and the economy on one hand, but also is intruding into many aspects of business and the markets on the other hand. Business students must not only understand the shifting business government landscape, but also how to engage government officials and legislators to help shape policies that affect their firms and industries. As an introductory course, student will learn from business and government leaders how to interact with and affect the processes of regulation. Credit 1.5 units.

B53 MGT 450V Defining Moments: Lessons in Leadership & Character From the Top

Most successful leaders can point to a handful of "defining moments" in their careers — key choice points that defined the trajectory of their character, their career, and/or their company. How can aspiring business leaders prepare themselves to face these defining moments with insight and integrity? How do leaders achieve business performance without sacrificing character or integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with contemporary cases and readings on leadership and character. Prerequisites: senior status or juniors with permission of instructor. Credit 1.5 units.

B53 MGT 450Z European Study Tour

This course encompasses individual and team research, writing, presentation and participation in Olin's European Study Tour (EST), including Mock Parliament. It includes required attendance and expected professional contributions to all EST corporate and government visits and briefings and other EST individual and group activities. Offered only in the spring semester. Prerequisite: Admission to the Olin European International Program.

Credit 1.5 units.

B53 MGT 460G Critical Thinking and Complex Problem Solving for Business

The course introduces students to rigorous techniques for critical and strategic thinking, problem formulation and problem solving, advancing their ability to provide valuable advice to organizations and preparing them for management consulting company interviews by exploring methods to engage in case analysis, various cognitive biases that can emerge as a problem is being formulated and analyzed, such as the use of inappropriate analogies, confirmation bias, self-serving bias, conflation of correlation and causation, etc.

Credit 1.5 units.

B53 MGT 460H Corporate and Global Strategy

Business-level strategy involves a firm's choices regarding how to compete in a particular single industry or market. Corporate strategy, on the other hand, involves choices about which sets of different industries or markets to compete in, and how to do so. It also involves choices about which kinds of activities to undertake within the firm, and which to organize through contracts or alliances with other firms. Global strategy is a particular type of corporate strategy that involves choices about which geographic regions or national markets to compete in and how.

Credit 3 units.

B53 MGT 460I Sports Business Analytics

This course introduces students to business analytics through sports-themed applications, academic research pertaining to sports topics, class readings, and guest lecturers from industry. Objectives for students include: 1) learning estimation and forecasting skills/trends used in sports; and 2) developing critical thinking skills necessary to assist managerial decision making to augment the performance of sports teams, leagues or companies. Prerequisite: MEC 290 or Econ 4011.

Credit 3 units.

B53 MGT 460J Legal Issues in Sports

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport. It focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors, of sports teams and leagues for failing to adequately protect the health of participants (e.g., concussion lawsuits), of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes, of product manufacturers for injuries caused by defective sports equipment, and of teams for injuries to spectators, among other potential liabilities.

Credit 1.5 units.

B53 MGT 460L Introduction to Social Entrepreneurship

The course is designed for students who are interested in how to create positive social change through market based strategies. Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach compared to "traditional" nonprofit management, activism, and SR? Students will learn the basics of entrepreneurship, and focus on ways to understand and define a social problem and test various approaches to work with others on systems change. Students will learn to think like an entrepreneur, looking for opportunities and leverage, to create (social) value without many formal resources. This semester, selected students will also have the opportunity to work closely with community social entrepreneurs shortlisted from the Social Entrepreneurship and Innovation Competition, to write cases to make their business and impact models clearer and contribute to the knowledge-base of social entrepreneurship. Students may take either MGT 421 or this course.

Credit 3 units. EN: S

B53 MGT 460M Business of Social Impact

This course is designed for students interested in understanding how social change and social impact can be achieved, borrowing tools and approaches from a broad spectrum of disciplines by asking the following questions: What is social impact and what is social change? How has the concept of social impact developed, where did it come from, and how is it useful? How can social impact be meaningfully measured? What examples exist for cooperation and mutual support in the achievement of social impact? What role do for-profit organizations play in creating and promoting social impact? How do CSR, PPP and BOP achieve social impact? The course is based around social impact as a concept, measuring social impact and building institutions, and partnerships around social impact. It will be taught with a practical bent using examples from existing social impact organizations, including those of the professor. Guest speakers will provide case studies of social impact approaches from the local area.

Credit 1.5 units.

B53 MGT 475E Innovating for Defense

This interdisciplinary entrepreneurial course gives students the unique opportunity to solve real problems facing the U.S. Department of Defense (DoD) and the U.S. Intelligence Community (IC). This course is open to students from McKelvey School of Engineering and Olin Business School (in roughly equal proportions) who want to solve real problems for real customers in real time. Students will form their own interdisciplinary teams. Each team chooses their own DoD problems from those available to the class. Each problem has a dedicated DoD problem sponsor who will be regularly engaged with the team. Student teams learn and use the Lean Startup methodology and the Mission Model Canvas made famous by Stanford University to iteratively cut through the complexity of the problem. Teams develop a keen understanding of the problem, craft a business model and solution, and develop a prototype. Note: This course is sponsored by the U.S. DoD. It was originally

developed at Stanford University and is now taught at 30+ U.S. universities. A student does NOT have to be a citizen of the United States to take this course; none of the DoD problems are classified. Recommended completion of T55 ETEM 520. Same as T55 ETEM 525
Credit 3 units.

B53 MGT 476E Innovating for Healthcare

In this entrepreneurial course, students form teams and work on solving real problems facing the healthcare industry by producing solution prototypes that may also be commercialized by the students once the class is completed. The majority of the course work involves weekly customer interviews and team presentations on those findings. Using Lean Startup Theory, this course will provide an entrepreneurial platform that can develop solution prototypes that match the healthcare industry users' needs in just weeks, rather than months or years. Depending on the industry, grants or investors may provide follow-on funding to student teams for further refinement and the development of solution prototypes. The course is demanding; students will present during every class, work closely with their teams, and receive relentlessly direct feedback. Problem sponsors, mentors, industry liaisons, corporate partners, investors, and journalists may be in the room while students are solving real problems for real customers in real time. This is a course designed for all graduate and upper-level undergraduates in all WashU schools and programs. It takes an entrepreneurial, interdisciplinary approach to the healthcare industry's biggest challenges. Prerequisites: MGT 421; MGT 401C; and MGT 424 or MGT 460L are recommended for Olin students. It is assumed that students will come into the course with a basic understanding of ideation, research methods, corporate entities, funding sources, intellectual property, and related concepts.
Credit 1.5 units.

B53 MGT 477E Launching and Scaling New Enterprises (The League)

This advanced entrepreneurship course acts as an accelerator, encouraging students to actually launch and scale a business. Students must apply online at <https://sites.wustl.edu/theleague/> either with a business idea or to join a student team that is about to launch their business. Once accepted, students will be invited to join The League (of Extraordinary Entrepreneurs). Our most successful entrepreneurial alumni have already agreed to be part of the class. This group is basically our "Mount Rushmore" of the most successful WashU entrepreneurial graduates. This course covers leadership; crafting a story; product development; attracting customers; an innovative mindset; building successful teams; scaling to billion-dollar valuations; and the mind of the high-tech investor. The deliverables in the course include reflections on each of the guest speakers and how their stories apply to students' ideas; actually launching a website and MVP of a product; meeting the growth goals the teams set for themselves; pitching to real VCs and angel investors at the end of the course; and applying for a \$50,000 St. Louis Arch Grant. It is highly encouraged that those applying to this course with their business ideas have previously taken The Hatchery.
Credit 3 units.

B53 MGT 478E Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms

This course is designed to introduce students to the unique governance and financing issues faced by owners of closely held businesses, with particular emphasis on employee- and family-controlled firms. The core issue addressed in this course is that of sustainability: What actions are required of the current owners to increase the likelihood that the business will last beyond them? What best practices can we learn from successful employee-owned and multigenerational family businesses, some of which have been in existence for more than 150 years? There are three target audiences for this course: 1) students who may be or who are considering working for a closely held business, be it employee- or family-owned; 2) entrepreneurs who build successful businesses and want their businesses to be passed on to their employees or family members; and 3) students seeking to work in the private equity, investment banking, legal or wealth-management industries and who will be calling on this segment of the market. The course will be multidisciplinary and more qualitative than quantitative. Each class will have a lecture and case component; there will be guest speakers at each session. Students will be required to complete a case study in advance of each class (not more than two pages). There will be no final exam. Class attendance and active participation are expected.
Credit 1.5 units.

B53 MGT 490 Honors Seminar I

The first of a two-course honors seminar. Students have the opportunity to investigate current issues in business using an interdisciplinary approach to their research. Seminar content varies from year to year. Prerequisites: senior standing and faculty invitation.
Credit 3 units.

B53 MGT 491 Honors Seminar II

The second of a two-course honors seminar. Students have the opportunity to investigate current issues in business utilizing an interdisciplinary approach to their research. Seminar content varies from year to year. Prerequisite: MGT 490.
Credit 3 units.

Managerial Economics

Visit online course listings to view semester offerings for B54 MEC (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B54&crslvl=1:4>).

B54 MEC 290 Microeconomics

Provides a rigorous analysis of the behavior of consumers and firms in competitive and monopoly markets; oligopoly markets are introduced. Consumer topics include preferences and utility, budget constraints, consumer optimal choice and demand curves. Firm topics include technology, cost minimization and profit maximization. The course concludes with price determination in monopoly and competitive markets, and an introduction to oligopoly and game theory. The focus of the course is on microeconomics as a decision-making tool for consumers and managers. Prerequisite: completion of Math 131 or concurrent enrollment in Math 132 or Math 233.
Credit 3 units. EN: S

B54 MEC 292 Global Economy

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011 and DAT 120.

Credit 3 units. EN: S

B54 MEC 292C Global Economy: South America

This course introduces the fundamentals of international economic analysis and provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; and global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011, QBA 120, and admission to the Emerging Economies South American Program.

Credit 3 units.

B54 MEC 292S Global Economy — Australia

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors that influence international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; and global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011, QBA 120, and admission to the Asia Pacific Internship Program.

Credit 3 units.

B54 MEC 310E Business of Luxury Hospitality

This course builds on and applies a wide variety of skills students learn in the Olin core. It will explore the economics of the luxury hospitality business and the nature of competition in the restaurant, nightlife, hotel/resort and casino segments. Students will learn the business fundamentals of each industry, interact with industry leaders, and apply what they have learned to specific companies worldwide. Due to the broad range of complex topics covered and skills used, the course's intended audience is upperclassmen. Prerequisites: MEC 290 and completion or concurrent enrollment in MKT 370.

Credit 3 units.

B54 MEC 320 Olin Grand Rounds: The Business and Practice of Medicine

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrates management tools and clinical knowledge. The objective is to provide students new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.

Credit 3 units.

B54 MEC 321 Health Economics and Policy

The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories -- textbook elements, "lay" press and media, and academic journal publications -- with the aim of fostering the application of rigorous, critical thought to media presentations of health care economics and policy issues.

Credit 3 units.

B54 MEC 322 Health Care Management

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the health care industry to include very brief reviews of critical topics like insurance and government-provided health care. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analyses and evaluation of risk. The remainder of the course will involve critical analyses of health care cases involving varied subjects and management challenges. Class sessions will emphasize student-led discussions.

Credit 3 units.

B54 MEC 370 Game Theory for Business

Provides students with a methodological framework to analyze strategic business situations. Building on a background in microeconomics and statistics, this course includes such topics as the following: modeling strategic problems, games with sequential moves, games with simultaneous moves, strategies and the derivation of strategic forms, general classes of games, uncertainty and information, strategy and voting, auctions, bargaining. Prerequisite: MEC 290.

Credit 3 units. EN: S

B54 MEC 370R Game Theory for Business (Paris)

This course provides students with a methodological framework to analyze strategic business situations. Building on a background in microeconomics and statistics, this course includes such topics as the following: modeling strategic problems, games with sequential moves, games with simultaneous moves, strategies and the derivation of strategic forms, general classes of games, uncertainty and information, strategy and voting, auctions, and bargaining. Prerequisite: MEC 290 and participating in the Business in Europe Study Abroad Program.

Credit 3 units.

B54 MEC 391 Economics of Human Resource Management

Key to a firm's success is whether it can develop a firm organization and a human resource management system that reinforce the firm's strategic position. This course covers topics in managing work forces and organizations that are of fundamental importance to all managers, and teaches how organizational design and human resource policies interact with the firm's market strategy and production environment. We look at how management can motivate executive and employee performance, screen and attract appropriate workers, and improve the way information is processed and decisions are made within organizations. This course combines economic analysis with case discussions to address topics including hiring policy, turnover, training, variable pay, promotions, evaluation, job design, teams, worker empowerment, hierarchy, and organizational structure like centralization and decentralization. Prerequisite: MEC 290.

Credit 3 units.

B54 MEC 400K Research Analysis in Industry

Research in Industry Analysis will build on the materials taught in MEC 370 (Game Theory) MEC 470 (Market Competition and Value Appropriate) and MEC 471 (Empirical Techniques in Industry Analysis), integrating them with methods of industry analysis used in practice and applying them to companies. Prerequisites: MEC 370, MEC 470 and MEC 471.

Credit 3 units.

B54 MEC 420 Research in Health Care Management

This is the capstone course for the Health Management major in which students learn to apply rigorous statistical and analytical approaches to research questions in health services, including but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and various health care firms to identify student research projects. Students will also be encouraged to formulate their own research questions and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of three or four using the approaches developed for the Practicum and Hatchery courses.

Credit 3 units.

B54 MEC 460 Economics of Entertainment

This course focuses on the unusual economics of the entertainment industry and the associated management challenges. The sessions cover the basic economics of entertainment, then focus specifically on the music and movie industries, plus one other that varies from year to year. Classes consist of lecture and discussion, as well as speakers from the relevant industries. The primary student deliverable is a 20-minute documentary-style production in which student teams present findings of their research into specific industries within the broader industries studied in class, e.g., rock, classical or rap within music, blockbusters within music, etc. Prerequisite: MEC 290 or Econ 4011.

Credit 3 units.

B54 MEC 4600 Business of Arts

The intent of this course is to provide students in art-related fields with a skill set that will enable them to pursue their artistic visions and ambitions while simultaneously having enough commercial success to make their careers viable. Furthermore, the course provides students within business fields the opportunities to apply their technical skills to unique opportunities within creative fields. The course will be a blend of learning a set of appropriate business skills (organized by activities rather than functions), interaction with people from art businesses, and student/team research and presentations. The content will be geared toward an art business (as opposed to fashion or architecture) with the subfields included in the discussion.

Credit 3 units.

B54 MEC 461E U.S. Macroeconomic Policies During Crises

The course will cover six or seven different topics related to monetary policy, banking supervision and regulation, and financial markets. The course will feature notable speakers as well as lectures by assigned faculty. The goal is to present the best in contemporary thought regarding monetary and fiscal policy as well as public regulation of the financial sector.

Credit 1.5 units.

B54 MEC 470 Industrial Economics

Provides students with frameworks and capabilities for making intelligent decisions in evolving markets. Course begins with general game theory concepts, which form the basis for two main topics: models of competition in markets and value appropriation. Students learn the basic framework and apply it in the context of a detailed industry study. Specific topics may include firm interactions in stable and evolving market environments, industry life cycles, the evolution of new product markets, and strategic decision-making in developing markets. Prerequisite: MEC 370.

Credit 3 units.

B54 MEC 471 Empirical Techniques for Industry Analysis

Students will learn how to use data to answer a wide variety of questions regarding the incentives and behavior that generate market activity. We emphasize inference about the strategic decisions of firms and consumers. Students are introduced to new statistical and econometric tools by examining the application of these tools to current research in economics. Among the topics considered are the empirical implications of: strategic bidding in auctions, price discrimination and dispersion, differences across products, and the internal organization of firms. Prerequisites: MEC 290, DAT 120 and DAT 121.

Credit 3 units. EN: S

B54 MEC 494 Business and the Environment

This course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will critically examine two prescriptions that economics usually endorses: (1) the "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) the use of market incentives (e.g., prices, taxes, charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011. Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH
EN: S

Marketing

Visit online course listings to view semester offerings for B55 MKT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B55&crslvl=1:4>).

B55 MKT 370 Principles of Marketing

Marketing is the window to the customer, making the function a critical component of any successful organization. Through a mixture of lectures, case discussions and classroom exercises, this course gives students an overview of the best theories and practices in marketing management today. Specific topics include: how to segment the customer base and choose target markets, how to create perceived value both from an economic and psychological perspective, how to differentiate a product or service from a competitor's offering, how to build and maintain a strong brand, and how to employ different marketing tools such as advertising, pricing, product design, service and location. The class also provides students with some basic tools for evaluating the financial impact of marketing activities. Prerequisites: sophomore standing and MEC 290 or Econ 1011 or MGT 100. Credit 3 units. EN: S

B55 MKT 377 Consumer Behavior

Psychological, sociological and social psychological principles as they apply to consumer response to product offerings, media communications, personal influence and other environmental factors. Consumer buying behavior is analyzed from theoretical, empirical and applied perspectives. Current applications of concepts employed by marketers are discussed in the context of both consumer and industrial marketing situations. Prerequisite: MKT 370.

Credit 3 units. EN: S

B55 MKT 378 Marketing Research

The goal of the course is to familiarize students with the fundamentals of Marketing Research. Marketing Research involves developing research questions, collecting data, analyzing it and drawing inferences, with a view to making better business decisions. To this end the course is organized into two basic parts: (1) Data Collection and Research Design, and (2) Tools and Applications of Marketing Research. In essence, this is an Applied Statistics course where we focus on inference from Marketing Research data. Prerequisites: MKT 370, DAT 120 and DAT 121 or concurrent enrollment in DAT 121.

Credit 3 units.

B55 MKT 400E Elements of Sales: Tools and Techniques

This course will provide students with a thorough understanding of the sales function in a managerial context as well as the process of selling from prospecting through solution selling and account maintenance. Specific topics addressed include sales force structure, salesperson selection, evaluation, and compensation. Students will study sales technique, strategic selling, and key account management. Prerequisite: MKT 370. Credit 3 units.

B55 MKT 400G Digital Marketing and Analytics

The aim of this course is to provide a rigorous and comprehensive introduction to technology and methods of conducting marketing activities online and analyzing the data that inform and result from those activities. Prerequisite: MKT 370 and either DAT 120, Math 2200, Math 3200 or ESE 326. Credit 3 units.

B55 MKT 400I Business & Marketing Innovation

Innovation is a major strategic activity for most firms, as success is vital to face the rapid increase in competition and ever-changing customer demands. However, innovation is risky, and most new solutions fail in the marketplace. Thus, expertise in the development and marketing of new solutions is a critical skill for all managers. This course is about generating innovative opportunities and designing new solutions. The emphasis on solutions rather than the narrower focus on products is intentional, as this course is more about business innovation and somewhat less about new product design specifically; however, new product design will be covered. In addition, while the course does overlap with entrepreneurship, the focus will be on innovation in both small and large companies. The follow-up course will focus more on how to mark an innovation once it is ready to go to market. It will focus on key business and marketing innovations, such as the following. Business innovations: components of a successful innovation strategy and how to manage effectively; approaches and frameworks for uncovering unmet (and future) customer needs; tools to focus on market-creation vs. market-competition; tools and techniques for analyzing the validity and potential of new opportunities; how to forecast new product adoption and diffusion outcomes; how to manage the threat of disruptive innovation; how to design solutions that include functional, social, and emotional components; the attributes of great product and solution design. Marketing innovations: attributes of a successful product launch strategy; customer segmentation and uncovering what "causes" those customers to buy; first mover advantages and disadvantages (when and how to enter new markets); matching innovations with the right monetization strategy; concept and market testing; experimentation methods for developing and launching new solutions (lean start-up); business model innovation and how to compete through business models; innovative branding techniques; data-driven marketing that integrates channels and personalizes the customer experience. Prerequisite: MKT 370. Credit 3 units.

B55 MKT 400L Understanding and Conducting Business

Experiments

This course introduces students to causal methods that are used to measure the impact of business and policy decisions. The key insight of the course is that correlation does not imply causation and therefore cannot measure impact. In this class, we will learn about A/B testing and other causal methods, as well as how to implement them in business, economic, and policy situations. Prerequisite: DAT 120.

Credit 3 units.

B55 MKT 400M Sports Marketing

In this introduction to sports marketing, students will learn the difference between marketing of sports and marketing through sports. In addition to studying the basics of sports marketing, we will examine the following: (1) the special nature of sports

marketing; (2) the sport consumer; (3) the sport product and the key issues in developing a sport product strategy; (4) sport property branding; and (5) sport marketing decision making and ticket pricing. Prerequisite: MKT 370.

Credit 3 units.

B55 MKT 431E Marketing Metrics

This course employs innovative learning to allow students to engage in active and applied learning through work on real-world, team-based projects via work with marketing projects. This exercise is designed to help students develop business and management consulting competencies, including interpersonal communication and leadership skills, project management, critical thinking, problem formulation, data analysis, report writing, diplomacy, and persuasive presentation skills. To learn about delivering impact for the client, students will produce a deliverable that provides utility to the organization in the form of actionable results and/or critical information for a project that matters to the client. Enrollment is limited. Interested students should add their name to the waitlist in WebSTAC; they will be sent a survey shortly after registration. Students will be notified of their acceptance prior to the start of the semester.

Credit 1.5 units.

B55 MKT 450F Luxury Goods and a Dash of Fashion

This course focuses on the structure, strategies and business models of the global personal luxury apparel and accessory market. We study brands such as Burberry, Moncler, Louis Vuitton, Chanel and other industry leaders. The course is divided into two major segments. The first part is an on-campus 12-class segment which concludes with a final exam and a team report. The next segment is a spring break field trip to New York where we will visit the headquarters and showrooms of luxury brands and fashion retailers and meet with their executive leadership teams. Students will apply to take the course, and enrollment will be capped at 15 students. Contact instructor or BSBA Office for questions. Prerequisite: completion or concurrent enrollment in MKT 370 and instructor permission.

Credit 3 units.

B55 MKT 470E Pricing Strategies

This course equips students with the concepts, techniques, and latest thinking on assessing and formulating pricing strategies. Through lectures, in-class discussions, case studies, group project/presentations, and pricing simulation games, students learn to use the fundamental analytical tools, theories and conceptual frameworks to formulate proactive pricing strategies improving the firm's profitability. Topics of discussion include incremental contribution analysis, EVC analysis, segmentation and price customization, competitive pricing strategy, pricing innovative products, price promotion, psychological/behavioral issues in pricing, dynamic pricing, pricing and market making on the internet, and pricing of digital products and services. Prerequisite: MKT 370.

Credit 3 units.

B55 MKT 470N Applied Marketing Research

This course is designed to provide you with an appreciation of the role of marketing research (MR) in the formulation and solution of marketing problems. In this course, you will be developing an understanding of the marketing research process, and understand how to read reports and use output from marketing research to make managerial decisions. While the course will cover the process of engaging in marketing

research, the emphasis is on understanding how to interpret output from marketing research so that you can gain greater mileage from marketing research reports that are run for your company, and on understanding what types of information can be collected so you will understand what types of information you can commission once you step into a managerial role. BSBA students can't enroll in this course. Students may not receive credit for both MKT 378 and this course. Prerequisite: MKT 370, Math 131 and Math 2200.

Credit 3 units.

B55 MKT 477 International Marketing

Addresses three fundamental decisions confronting a company whose operations extend beyond the domestic market: (1) choosing which foreign markets to penetrate; (2) determining the mode of market entry; and (3) devising the international marketing plan. Topics include: global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; global marketing intelligence; foreign risk and feasibility studies; and issues of ethics in other countries. Prerequisite: MKT 370.

Credit 3 units. EN: S

B55 MKT 477L International Marketing London

Many companies, large & small, prepare a business environmental analysis for each country in which they do business. The analysis assesses the (consumer, industrial or organizational) demand in a particular country for merchandise like the company markets as well as the company's ability & willingness to supply that merchandise to that country. Students will prepare a marketing environmental analysis for some merchandise (either a new or existing service or product) of their choice from a company of their choice in London. Prerequisites: MKT 370 and admission to the London Internship Program.

Credit 3 units.

B55 MKT 477S International Marketing Sydney

Many companies, large & small, prepare a business environmental analysis for each country in which they do business. The analysis assesses the (consumer, industrial or organizational) demand in a particular country for merchandise like the company markets as well as the company's ability & willingness to supply that merchandise to that country. Students will prepare a marketing environmental analysis for some merchandise (either a new or existing service or product) of their choice from a company of their choice in Australia. Prerequisites: MKT 370 and admission to the Asia Pacific Internship Program.

Credit 3 units.

B55 MKT 478 New Product Management

In a rapidly changing business environment in which product life cycles are shortening and competition is intensifying, creating new products has become the most significant and most risky activity within a firm. This course aims to develop an understanding of the "state-of-the-art" strategies, processes and methods used when developing new products. The course focuses on key new product issues, including the generation and assessment of ideas, value creation in competitive markets, the impact of disruptive technologies on mainstream industries, the diffusion of innovative new products and services, business model innovation, marketing mix decisions for new products (the four Ps), concept and market testing, first mover dis/advantage, and expanding the product portfolio. This is a case-based

course, where students participate in a dynamic and interactive group environment to develop the capacity to use the information learned to make informed new product decisions. Prerequisite: Completion of or concurrent enrollment in MKT 378 or MKT 470N.
Credit 3 units.

B55 MKT 480 Marketing Strategy

Successful business plans are dependent on well-defined and carefully crafted marketing strategies. In this course, students will explore the interconnections between business strategy and marketing strategy through a series of lectures, case discussions, and participation in an online marketing simulation exercise. The course also places heavy emphasis on the discussion of topical marketing issues faced by companies in the current environment. Students are required to read the relevant business press and bring real world issues into the class for brainstorming and interactive discussion. Through this process, students will become astute observers of the strategic trends in marketing across a variety of industries. Prerequisite: MKT 370 and completion or concurrent enrollment in DAT 121.
Credit 3 units.

B55 MKT 481 Advertising and Promotions

This course focuses on an Integrated Marketing Communications (IMC) approach to advertising and other forms of commercial communications. The purpose is to provide future managers and practitioners with a foundation in communications theory, based on understanding the target's role in the demand chain for goods and services, as well as "hands on" experience in developing marketing communications plans. A practical understanding is provided of each of the range of marketing communications vehicles: consumer and business-to-business advertising, sales promotion/incentives, direct marketing, public relations, events and sponsorships, as well as online/interactive communications. Copy strategy, creative development, media planning, promotion strategy, and the evaluation of these programs are all addressed in this course. Industry experts will give guest lectures. We will have four companies in different industry sectors for which the class will develop marketing communications plans during the course. Prerequisite: MKT 370.
Credit 3 units.

B55 MKT 482 Brand Management

A brand is a promise, and this promise is often the most valuable asset of a firm. In this course, students will examine the creation and building of brand equity to create long-term profit for the firm. The course will examine what we know about brand management and brand theory from years of rigorous scientific research in the area. While learning the foundations of brand management, students will develop the skills needed to create a meaningful brand, position a brand, develop brand names and logos, promote a brand, leverage brand equity, extend a brand, and communicate brand meaning via traditional and social media. Students will learn some of the day-to-day skills performed by brand managers and interact with brand managers via guest speakers from top branding firms. Prerequisites: MKT 370 and either completion or concurrent enrollment in MKT 378 or MKT 470N.
Credit 3 units.

Organizational Behavior

Visit online course listings to view semester offerings for B56 OB (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B56&crslvl=1:4>) and B66 OB (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B66&crslvl=1:4>).

B56 OB 325 Personnel/Human Resources Management

Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include: selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management. Prerequisite: junior standing.
Credit 3 units.

B56 OB 360 Organization Behavior Within the Firm

This course provides a toolbox of skills that are necessary to be an effective team member and manager. It focuses on behavior at the individual, group, and organizational levels to provide a broad picture of management in organizations. Ongoing themes include motivation, team dynamics, organizational design, and corporate culture. Assignments, experiential exercises, and course materials are designed to build skills in team management, organization, and communication that will be useful for other group assignments as well as work experiences. Prerequisite: MGT 100 or sophomore standing.
Credit 3 units.

B56 OB 400C Women in Leadership

This courses uses a multi-faceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations. Prerequisite: Undergraduate standing.
Credit 1.5 units.

B56 OB 431E Thinking Creatively and Leading Creative Teams

This course is designed for students who want to improve their ability to develop creative solutions to tough business problems and to be able to inspire creativity in others. In a world of rapid change and increasing complexity, existing approaches simply won't do it anymore -- at least not for long. Thus, the ability to not only update and refresh existing products and services but also to generate ideas for new-to-the-world offerings becomes indispensable. Students who have mastered the skills of creative thinking and doing and who can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help students understand and begin to master those skills. Prerequisite: OB 360.
Credit 1.5 units.

B56 OB 434E Talent Analytics

Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before, but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely and strategic decisions about talent provides a critical edge. In this course, students will learn how to use analytics to bring data and rigorous modelling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these factors can help organizations achieve their long-range strategic goals, rather than simply serving as administrative support functions. This course was formerly known as OB 400E. Prerequisites: OB 360 and DAT 220.

Credit 1.5 units.

B56 OB 435E People Metrics

Since metrics are at the core of people analytics, this course introduces students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable students to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, students will be able to develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork). This course was formerly known as OB 400F. Prerequisites: OB 360 and DAT 220.

Credit 1.5 units.

B56 OB 461 Negotiation

Skillful negotiation is an important aspect of management. This course is designed to improve a student's skills in analyzing and conducting negotiations in a variety of settings. Topics include two-party bargaining, multi-party bargaining, arbitration, and coalition formation. Prerequisite: OB 360.

Credit 3 units.

B56 OB 462 Leadership in Organizations

This course is designed to fulfill three broad objectives for students. The first is to provide a useful overview of the primary leadership perspectives, focusing on how each framework links individual leadership to organizational outcomes. The second objective involves student self-assessment of strengths and weaknesses in relation to the abilities and skills that are predictive of leadership effectiveness. The third goal of the course is to enable participants to articulate an effective strategic plan for individual leadership development. Course topics include perspectives on individual leadership effectiveness, leadership and motivation, developing subordinates, leading groups and teams, leading the resolution of conflict, and leading organizational change. Prerequisite: Sophomore standing.

Credit 3 units.

B56 OB 468E Mindfulness and Performance in the Workplace

Throughout corporate America and contemporary society, we frequently hear people touting the value of "mindfulness." What exactly is this concept, and how can it foster performance in the workplace and improve the quality of workers' lives? This course addresses these questions. More specifically, this course examines a large and growing body of research on mindfulness and mindful organizing, and it incorporates a number of cases and activities designed to hone students' attention-related skills and highlight applications of the course material. By the completion of the course, students should be finely attuned to the nature and relevance of mindfulness for organizations and their members; they should also be able to think and behave more mindfully on an everyday basis.

Credit 1.5 units.

B66 OB 360P Organizational Behavior Within the Firm (Paris)

This course provides a toolbox of skills that are necessary to be an effective team member and manager. It focuses on behavior at the individual, group, and organizational levels to provide a broad picture of management in organizations. Ongoing themes include motivation, team dynamics, organizational design, and corporate culture. Assignments, experiential exercises, and course materials are designed to build skills in team management, organization, and communication that will be useful for other group assignments as well as work experiences. This section is taught in Paris, France. Prerequisite: participation in the Business in Europe Study Abroad Program.

Credit 3 units.

B66 OB 400C Women in Leadership

Using a multifaceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review of the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers, as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations.

Credit 1.5 units.

B66 OB 400D Thinking Creatively and Leading Creative Teams

This course is designed for students who want to improve their ability to develop creative solutions to tough business problems and to be able to inspire creativity in others. In a world of rapid change and increasing complexity, existing approaches simply won't do it anymore — at least not for long. Thus, the ability not only to update and refresh existing products and services but also to generate ideas for new-to-the world offerings becomes indispensable. Students who have mastered the skills of creative thinking and doing and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help students understand and begin to master those skills.

Prerequisite: OB 360.

Credit 1.5 units.

Supply Chain, Operations, and Technology

Visit online course listings to view semester offerings for B57 SCOT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B57&crslvl=1:4>).

B57 SCOT 356 Operations and Manufacturing Management

Introduces a variety of common operations issues that are frequently dealt with in both manufacturing and service industries and that affect other functions of the business as well. Topics: inventory systems, process design and control, quality, facility location and layout, and forecasting. Prerequisites: ACCT 2610, MEC 290 or ECON 1011, and completion or concurrent enrollment in OMM 230. Credit 3 units.

B57 SCOT 400D Supply Chain Management

A supply chain is a network of all firms and relationships that get a product to market, including the original acquisition of raw materials, production of the item at a manufacturing facility, distribution to a retailer, sale of the finished item to the customer, and any installation, repair, or service activities that follow the sale. How to effectively manage the supply chain is a central issue for all levels of management, regardless of industry. More demanding customers, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how supply chains should be configured and managed. Many innovations and new business models have emerged, arising from application of information technology and reconfiguration of the supply chain network. Prerequisite: OSCM 356 or SCOT 356.. Credit 3 units.

B57 SCOT 430E Operations Fun: Data-Driven Optimization

The intent of this course of this course is to present a comprehensive look into the practical appeal of linear and integer programming. Each unit will focus on a particular class of optimization problems, and include a data-driven case study revolving around a real-world application. The topics of these case studies run the gamut from fantasy football line-up selection to Amazon delivery truck routing to picking the perfect McDonald's order. Prerequisites: DAT 220. DAT 301E or CS 131 strongly recommended. Credit 3 units.

B57 SCOT 458 Operations Planning and Control

Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems will also be discussed. Prerequisite: OSCM 356 or SCOT 356. Credit 3 units.

Data Analytics

Visit online course listings to view semester offerings for B59 DAT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B59&crslvl=1:4>).

B59 DAT 120 Managerial Statistics I

The first of a two-course sequence in business applications of statistics, focused on descriptive statistics, probability and distributions, inferential statistics, and linear regression. Approximately, the first quarter of the course is about descriptive statistics and applications of covariance. The second quarter is devoted to probability: basic rules, conditional probabilities, Bayes' theorem, expected values, and probability distributions. This work is followed by an introduction to sampling distributions and inferential statistics. Confidence intervals and hypothesis testing are introduced to make inferences about parameters. The last one-fourth of the course focuses on simple linear regression. Throughout the course, functions, data analysis, VBA, and solver features of Excel are introduced. Prerequisite: completion or concurrent enrollment in MATH 132. Credit 3 units.

B59 DAT 121 Managerial Statistics II

The second of a two-course sequence in business applications of statistics, focused on forecasting. The course is devoted to the use of linear regression models in business, and ways to deal with problems of collinearity, outliers, non-linear relationships, and heteroscedasticity. Advanced topics including time series regression and logistic models are covered as time permits. There are quizzes and group projects in addition to a midterm and final. Prerequisites: DAT 120 or approved equivalent; MATH 132; and MEC 290 or ECON 1011. Credit 3 units.

B59 DAT 220 Analytics and Modelling for Business Decisions

The primary goal of this course is to help students become effective problem solvers, smart consumers of data, and intelligent business decision makers in various management situations. The course utilizes structured problem-solving approaches that heavily rely on data for defining the problem, uncovering useful relationships between critical variables and outcomes, defining measures for evaluating alternatives, modeling underlying conceptual relationships, constraining resources, and proposing via a rigorous search process of exploration and exploitation "best fitting and robust" solutions for the given environment and its underlying uncertainties. Applications of those analytic tools will be illustrated using examples from various business functional areas, finance, marketing, operations, economics and strategy. Prerequisites: DAT 120 and completion or concurrent enrollment in DAT 121. Credit 3 units.

B59 DAT 301E Data Analytics in Python

This course is an introduction to data science in Python, which assumes no prior programming experience. The course is broken down into two units. In the first unit, students will be introduced to the basics of Python as a programming language. The second unit of the course is devoted to data analytics; students will use Python to explore and visualize real-world data sets from various industries including finance, sports, and technology. Prerequisite: Sophomore Standing

Credit 3 units. EN: TU

B59 DAT 400A Data Management Tools for Business

Decisions

This course prepares students for success in many business analyst roles. The tools covered in this course will prepare students well for roles in finance, accounting, quantitative marketing, information systems, operations, talent analytics, and others. As companies collect more data internally and augment this with external data sources, collecting, maintaining, and organizing data is becoming an essential skill for success in many roles. Developing creative reports and dashboards that are updated in real time are demanded in today's data-driven decision-making environment. While there are a plethora of tools available to support business analysts, this course focuses on VBA in Excel and SQL, two critical tools for reporting and dashboards. Students will also be introduced to Tableau, the state-of-the-art visualization software. These tools are introduced within the broader organizational data environment to provide an understanding of the role of the business analyst within the organization. Companies' data environments traditionally include enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, relational databases, external data sources, data warehouses, and data cubes. Understanding the roles of each component of the data environment enables students to utilize each effectively. Prerequisites: CSE 131 and MGT 100. Corequisite: DAT 220. Credit 3 units.

Degree Requirements

The Bachelor of Science in Business Administration degree is awarded to students by recommendation of the faculty. Standards established by the faculty for recommendation are as follows:

1. Satisfactory completion of requirements regarding required and elective courses, accumulation of a minimum of 120 units of course work, and satisfactory fulfillment of other requirements established in accordance with the rules and regulations of the Olin Business School.
2. Completion of the last 30 units in residence at Washington University for entering first-year students. Transfer students must complete a minimum of 60 units in residence at Washington University.
3. Students must earn a minimum 2.0 overall grade-point average and a 2.0 GPA in all professional course work taken at Olin Business School.
4. Students must be recommended by Olin Business School faculty for degree confirmation by the Board of Trustees.

Regulations

1. Students must complete a minimum of 120 units, including 48 units outside of Olin Business School and 60 units from within the Olin Business School. Students who substitute a non-business course for a business requirement will still be required to enroll in another business course, as a minimum of 60 credits must be earned in Olin Business School.

2. BSBA students may earn a maximum of two majors to include two professional majors or one professional major and one major outside of Olin Business School.
3. BSBA students may earn one or two minors, depending on the number of majors they pursue. The options are two majors and one minor or one major and two minors.
4. BSBA students may enroll in one physical education course per semester.
5. BSBA students may transfer up to 6 credits per summer toward their BSBA degree requirements. Olin Business School does not accept any online course work for transfer credit (exceptions were granted for Summer 2020 and 2021).
6. BSBA students must complete 54 of the 60 professional units in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.
7. BSBA students must complete all professional courses for each business major in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.
8. BSBA students may double count only one course in a business major. For example, if a BSBA student is majoring in both marketing and entrepreneurship, they could not count MKT 378 and MKT 482 toward both majors.
9. ROTC units numbered 300 or above will count toward the student's 120 units required for graduation. These credits may count toward the advanced non-business requirements if the course is taken for a grade.
10. Students are obligated to complete the requirements and adhere to the policies in place at the time of matriculation into the BSBA program. However, faculty has and reserves the right to make changes to degree requirements, policies and procedures — including modifying or adding new requirements, policies and procedures — at any time.
11. For more policies, visit the Academic Regulations page (p. 1169) of this *Bulletin*.

General Requirements (a minimum of 48 units)

Each student must complete a minimum of 48 units outside of Olin Business School to include the following specific requirements:

1. College Writing (3 units): Students must demonstrate proficiency in the reading and writing of the English language by satisfactorily completing one College Writing Program themed writing course with a grade of C- or better.
2. Calculus (3-6 units): Students must complete Math 131–Math 132 or other calculus courses approved by the Olin Business School.

3. Distribution Requirements (18 units): Students must complete 3 units of physical and life sciences, 3 units of humanities, 6 units of international studies, 3 units of behavioral analysis, and 3 units of ethics and values. Approved course selections are available in the university's course listings.
4. Advanced Electives (12 units): Students must complete at least 12 graded units of advanced course work. Advanced electives are defined as any course numbered 300 or higher that is offered as any day division course (excluding Olin courses). Advanced electives may also satisfy a distribution requirement.

Professional Requirements (a minimum of 60 units)

Core Requirements (42 units)

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
DAT 220	Analytics and Modelling for Business Decisions	3
FIN 340	Capital Markets and Financial Management	3
MEC 290	Microeconomics	3
MEC 292 or Econ 1021	Global Economy Introduction to Macroeconomics	3
MGT 100	Individual in a Managerial Environment *	3
MGT 150A	Foundations of Business	2
MGT 201	Management Communication	4
MKT 370	Principles of Marketing	3
OB 360	Organization Behavior Within the Firm	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
Total Units		42

* Transfer students entering Olin Business School must take MGT 100 or MGT 380 to satisfy this requirement.

Professional Electives (a minimum of 18 units)

Professional electives are non-required business courses offered by Olin Business School that may or may not lead toward a specific business major. Additional information about the specific requirements for each business major is available on the Olin Business School Majors page (p. 1128).

Global Mindset Component (1.5-3 units)

This requirement is for the BSBA Class of 2025 and beyond.

Electives (units will vary)

Students must take enough electives to earn the minimum of 120 units.

Typical Four-Year Curriculum for a BSBA Student

Typically, students must earn 30 units per year to stay on target with a four-year graduation plan and to earn the 120 minimum credits required.

First Year

Fall	Units	Spring	Units
MGT 100	3	MEC 290	3
MGT 150A	2	Electives	6
Math 131 or higher	3	DAT 120	3
English Composition **	3	Math 132 or elective	3
Electives	3-6		

Sophomore Year

Fall	Units	Spring	Units
ACCT 2610	3	Core requirement(s)	3-6
DAT 121	3	DAT 220	3
MGT 201	4	Electives	6-9
Core requirement(s)	0-3		
Electives	3-6		

Junior Year

Fall	Units	Spring	Units
Core/ Professional requirements	6-12	Core/ Professional requirements	6-12
Electives	3-9	Electives	3-9

Senior Year

Fall	Units	Spring	Units
Professional electives	6	Professional electives	6
Electives	9	Electives	9

- * Students may enroll in a higher level of calculus if their academic preparation suggests a different level of calculus would be appropriate.
- ** BSBA students are assigned to enroll in their College Writing Program course in either the fall or spring semester of their first year. Some students may start at a different level of English preparation and may take their writing course as late as sophomore year.

Academic Honors & Awards

Scholars in Business Program: The Scholars in Business program allows alumni, corporations and friends of Olin Business School to provide scholarship funds to students of high academic promise who require financial support to attend the university. Students are considered for this award when they apply for financial aid in the fall of each year. Donors and students meet each other at the annual Scholars in Business dinner.

Dean's List: Dean's List honors are awarded to undergraduates who have completed a minimum of 14 graded units and achieved a semester grade-point average of 3.6 or above. No Incomplete or "N" grades may be outstanding as part of the student's semester record.

Beta Gamma Sigma Honor Society: The top 7% of the junior class and the top 10% of the senior class will be considered for membership in Beta Gamma Sigma, provided that the student's cumulative GPA is in the top 7% or top 10% of their respective graduating class. A student's cumulative GPA will include their course work at Washington University as well as any course work taken out of residence. The student must have completed a minimum of 30 units at Washington University to be eligible.

Latin Honors: Graduating seniors in the top 5% of the class, based on overall university academic records, graduate summa cum laude. Seniors in the top 6% to 15% of the class graduate magna cum laude. These designations are recorded on the official university transcripts. All candidates for the BSBA degree in August, December or May will be considered as one group for purposes of final honors. Honors are determined in May for all graduates.

Honors in Management: The Honors in Management (HIM) Seminar is a two-semester sequence course that gives students the opportunity to work with senior-level faculty in a specialized format. In the fall semester, the HIM course will be team taught with various faculty members. For the spring semester, students will form teams to develop substantial research projects under the direction of one of the participating faculty for the remainder of the academic year. HIM students must successfully complete both MGT 490 and MGT 491 in order to receive the Honors in Management designation at graduation.

Honors Thesis: The Olin BSBA Honors Thesis challenges students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. The Honors Thesis is a two-semester sequence in which the student engages in research and analysis during the first semester; with successful progress, the student writes, presents and defends their research during the subsequent semester. Students must apply and be approved to participate in this experience. All applicants must be senior BSBA degree students in good standing with a cumulative GPA of 3.7 or above.

Academic Regulations

Olin's Code of Conduct

The Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus. Learn more about Olin's Code of Conduct by reviewing the Olin Business School Conduct Code (PDF) (http://bulletin.wustl.edu/pdf/BSBA_Integrity_Matters_2022_Undergraduate.pdf).

Attendance

Olin Business School allows each instructor of a course to decide how many absences the student may have and still pass the course. The Olin Business School expects faculty to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their instructors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

Enrollment

BSBA students must be enrolled in a minimum of 12 units to a maximum of 21 units each semester. Olin undergraduates will be assessed a full-time tuition charge for their course of study through eight semesters of enrollment.

Units and Grades

A unit is a measure of quantity given for one hour of lecture or recitation course a week for one semester. A grade point is a measure of the quality of work done in the course. Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. A student may retake a course if a higher grade is required or desired. The initial grade

received in the course remains on the student's record, along with an R to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's grade-point average. The Olin Business School employs the following grading system for evaluating student performance:

Grade	Points Per Unit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P#	Pass
F#	Failing
I	Course work incomplete
W	Withdrawal
R	Repeat
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted

Auditing a Course

A student may take a maximum of one course per semester on a pass/fail/audit basis. Students may not audit a business course. However, a student may take non-business courses for audit with the approval of the professor. An audited course does not count toward the student's degree requirements. A grade of L indicates the satisfactory completion of an audit; unsatisfactory completion results in a grade of Z. Fees for auditing a course are assessed at the same rate as for all other courses.

Pass/Fail Option

A student may take a maximum of one course per semester on a pass/fail/audit basis. A grade of P# (pass) indicates that credit has been awarded but the work was not subject to finer evaluation. The following policies are in effect starting Fall 2021. Courses taken previously will not retroactively be changed.

- A maximum of 9 units of distribution or advanced electives can be taken pass/fail. The pass/fail course may only count toward one requirement. In other words, a single pass/fail course cannot be double counted toward a distribution and an advanced elective.

- Pass/fail cannot be used for Math 131, Math 132, College Writing, or the Ethics and Values distribution requirement.
- A maximum of 6 Olin units may be taken as pass/fail after a student has completed six full-time semesters of enrollment or if the student is in their senior year.
- Olin courses taken pass/fail cannot count toward the 60 required business units. However, they will count toward the 120 units required for graduation.
- All Olin professional, major, and minor courses must be taken for a letter grade. This includes any non-BU courses counting toward Olin's professional course work (e.g., Econ 1021 as a substitute for MEC 292). For second majors and minors outside of Olin, students should speak with their second major or non-Olin minor advisor.
- Not all courses have the pass/fail option. Please check the course listings.

Incomplete Grades

A student may be given an I (incomplete) when extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. While an incomplete grade is sometimes appropriate, a student should make every effort to avoid the accumulation of incomplete grades. Incomplete grades are expected to be finished. Failure to finish an incomplete grade by the following semester will result in a failing grade.

Minimum and Maximum Course Loads

Olin Business School students are required to enroll in a minimum of 12 units to a maximum of 21 units each semester at Washington University. A minimum 2.0 GPA in all course work taken at the university and a 2.0 GPA in all professional course work taken at Olin must be achieved to satisfy BSBA graduation requirements.

Repeating a Course

A student may retake a course if a higher grade is required or desired. The initial grade received in the course remains on the student's record. An R will be placed next to the course with the lower grade to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's GPA.

Academic Probation and Suspension

Approximately three weeks after the end of a semester, the Academic Review Committee reviews the record of each enrolled student. Students must attain and maintain a minimum 2.0 GPA in professional (business) and general courses to be in good academic standing. Failure to achieve minimum standards may result in the student being placed on academic probation

or becoming ineligible for future registration in Olin Business School. Failure on the part of a student to meet the conditions of probation during the following semester may result in dismissal from the school.

Another cause for probationary action or dismissal is failure on the part of a student to complete professional requirements within a reasonable time period. Students who fall behind in completing requirements should make an appointment to see their primary advisor to work out a plan for making up the work at the earliest possible time. Registration is restricted to a maximum of 15 credits for students on academic probation.

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a minimum 2.0 cumulative GPA for Satisfactory Academic Progress.

Leave of Absence Process

If a student is an undergraduate in good standing at the completion of a term, they are eligible to apply to take a leave of absence from the Olin Business School. The student should first contact their academic advisor to discuss the situation. Students must submit a request for a leave of absence to their four-year academic advisor. A student on an approved leave of absence should submit a Reinstatement Form by March 1 for a fall semester return or October 1 for a spring semester return.

A student wishing to take a medical leave of absence (MLOA) should first talk with a representative from Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>). Then, the student should submit the MLOA petition to Habif Health and Wellness Center. A student's request for an MLOA or for re-enrollment after an approved MLOA will be reviewed by Habif Health and Wellness Center once the recommendations are received. The decision of whether or not to grant the request for an MLOA or re-enrollment will be communicated to the student by the BSBA Programs Office. A student considering an MLOA should first contact Habif Health and Wellness Center to initiate this leave.

In either case, the student must complete the Leave of Absence or the Medical Leave of Absence form and submit it to the appropriate office for consideration. Students should review the current edition of the BSBA Student Handbook for any additional information.

A student who wishes to formally withdraw from the university should meet with their business school advisor to file a Withdrawal Petition. In the event that a student wishes to return after formally withdrawing from Olin, that student must re-apply for admission if they wish to return to the university.

Transfer Credit

Students who are enrolled at Olin and wish to receive transfer credit for course work subsequently taken at another institution must receive approval from their advisor prior to the time the course is to be taken. General guidelines are as follows:

- The institution must meet accreditation requirements.
- No course work may be taken at a two-year institution after a student has accumulated 60 credit hours of work.
- Credit will not be given for course work taken at another institution during a student's last 30 credit hours.
- A catalog description for each course must be submitted with the petition for review.
- No credit will be granted for course work taken online through another university.
- A maximum of 6 units may be taken during a summer program from another university.
- 54 of the 60 professional units must be taken in residence.
- All business major course work must be taken in residence. Although major course work can be taken through an approved study abroad program, only one course will be counted for each business major.
- No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or Academic Integrity policy.

The Olin School expects that all business courses will be taken at Washington University. Under certain circumstances, permission may be granted for a student to take a business course from another university with accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. For consideration to be given, a syllabus showing the text used must be submitted. However, a BSBA student must still complete 54 of their 60 business units in residence. Any course counting toward a business major must also be taken in residence.

No transfer credit (including course work taken through a Washington University–approved study abroad program) will be accepted with a grade of less than C.

University College Courses

BSBA students may enroll in one University College course per semester. However, these units will not count toward the 120 units needed for the BSBA degree nor toward a student's GPA.

Pre-Matriculation Units

Pre-matriculation units are earned before the student's enrollment at Washington University as a first-year student. These units would include Advanced Placement (AP) examinations, International Baccalaureate (IB) programs, British Advanced (A) Levels, and college credit earned after the student's junior year in high school. These units will be noted on the student's transcript. The maximum number of pre-matriculation units awarded is 15. These pre-matriculation credits will transfer as general elective course work and will not satisfy any distribution requirements. All BSBA students and second majors will be required to take DAT 120 Managerial Statistics I, even when AP credit is earned for Math 2200 Elementary Probability and Statistics.

Olin Undergraduate Student Handbook

The Olin Undergraduate Student Handbook (PDF) (http://bulletin.wustl.edu/pdf/BSBA_3636_StudentHandbook_2022-2023_digital.pdf) includes general academic policies and procedures for the undergraduate programs of the Olin Business School at Washington University. Please read and refer to the guide to answer any questions about the undergraduate business program. If a student has questions about the interpretation of the policies and procedures or topics that are not in the handbook, they should consult their academic advisor.

Administration

Anjan Thakor, PhD

Interim Dean, Director of Doctoral Programs,
Director of the Wells Fargo Advisors Center for Finance
and Accounting Research (CFAR),
and John E. Simon Professor of Finance
PhD, Northwestern University

Paula Crews, MBA

Senior Associate Dean
and Director of Strategy and Marketing

Brent Jenson, MBA

Senior Associate Dean of Finance

Andrew Knight, PhD

Vice Dean for Education and Globalization
and Professor of Organizational Behavior

Robyn LeBoeuf, PhD

Vice Dean of Faculty and Research
and Professor of Marketing

Jessica Roberts Martin, MLS

Senior Associate Dean of Administration and Operations
and Professor of Practice

Ashley Macrander, PhD

Senior Associate Dean of Equity, Diversity and Inclusion
and Professor of Practice in Leadership

Todd Milbourn, PhD

Vice Dean of Faculty and Research
and Hubert C. and Dorothy R. Moog Professor of Finance

Paige E. LaRose, JD

Senior Associate Dean
and Director of Undergraduate Programs

Majors (directory)

Majors Offered by the Olin Business School for BSBA Degree Candidates

- Accounting (p. 1128)
- Economics and Strategy (p. 1128)
- Entrepreneurship (p. 1128)
- Finance (p. 1128)
- Financial Engineering (p. 1128)*
- Health Care Management (p. 1128)
- Marketing (p. 1128)
- Organization and Strategic Management (p. 1128)
- Supply Chain, Operations, and Technology (p. 1128)
(formerly Operations and Supply Chain Management)

* The financial engineering major is offered to any undergraduate day division student as a second major option only.

Majors Offered by the Olin Business School for Non-BSBA Students

- Accounting (p. 1135)
- Economics and Strategy (p. 1135)
- Entrepreneurship (p. 1135)
- Finance (p. 1135)
- Health Care Management (p. 1135)
- Marketing (p. 1135)
- Organization and Strategic Management (p. 1135)
- Supply Chain, Operations, and Technology (p. 1135)
(formerly Operations and Supply Chain Management)

Minors (directory)

Minors Offered by the Olin Business School for BSBA Degree Candidates

- Business Analytics (p. 1132)
- Business of Arts (p. 1132)
- Business of Entertainment (p. 1132)
- Business of Social Impact (p. 1132)
- Business of Sports (p. 1132)
- International Business (p. 1132)

Minors Offered by the Olin Business School for Non-BSBA Students

- Accounting (p. 1135)
- Business Analytics (p. 1135)
- Business of the Arts (p. 1135)
- Business of Entertainment
- Business of Social Impact
- Business of Sports (p. 1135)
- Entrepreneurship (p. 1135)
- Finance (p. 1135)
- General Business (p. 1135)
- Health Care Management (p. 1135)
- International Business
- Managerial Economics
- Marketing (p. 1135)
- Organization and Strategic Management (p. 1135)
- Strategy (p. 1135)
- Supply Chain, Operations, and Technology (p. 1135)
(formerly Operations and Supply Chain Management)

Engineering

Mission Statement

The mission of the McKelvey School of Engineering at Washington University in St. Louis is to promote independent inquiry in engineering research and education with an emphasis on scientific excellence, innovation and collaboration without boundaries.

WashU Engineers produce new knowledge that changes the world, and our faculty are educating students to explore and create in a world we cannot yet imagine. Through research and education, we are making a positive impact on the local community, the country and the world.

Undergraduate Degree Programs

The McKelvey School of Engineering offers four-year, full-time programs of instruction leading to bachelor of science degrees in the following fields: biomedical engineering, chemical engineering, electrical engineering, environmental engineering, mechanical engineering, and systems science and engineering.

In addition, the Department of Computer Science and Engineering offers bachelor of science degrees in computer engineering, computer science, computer science + math, computer science + economics, data science, and business and computer science. The Bachelor of Science in Business and Computer Science (p. 1219) is an integrated joint-degree program offered through the Olin Business School and the McKelvey School of Engineering. Students in this program will be equipped with the fundamental knowledge and perspectives of computer science and business and will have unique opportunities to converge these two disciplines.

If a student is interested in an academic program broadly based on the engineering sciences, the McKelvey School of Engineering offers the Bachelor of Science (BS) Major in Applied Science degree with several options, including chemical engineering, electrical engineering, mechanical engineering, and systems science & engineering. These degree options provide more flexibility for students who do not intend to become licensed engineers and want to select their course work according to their personal educational objectives. For example, some students use this flexibility to gain technical background and training while pursuing or preparing for professional training in medicine, business or law. Although the flexibility exists to do so, it is not necessary to combine an applied science degree program with another major or degree. Students may also use this added flexibility to achieve a well-rounded undergraduate education by selecting courses from across the university while pursuing a degree in the McKelvey School of Engineering.

BS in Engineering (Individually Designed Major)

The requirements to be admitted to an individually designed major (IDM) are more stringent than those for our other engineering degree programs. The IDM will not be available to students when they first enter Washington University, so it will not be listed on the admissions application as an option.

Students applying for an IDM should meet the following requirements:

- Have already completed at least one semester at Washington University
- Apply before the beginning of the junior year
- Have at least a 3.5 cumulative grade-point average at Washington University and be maintaining good standing in the McKelvey School of Engineering
- Find an Engineering faculty member who will agree to serve as their IDM advisor (The student and advisor will design a plan of study that lists the courses that must be successfully completed to earn the IDM. That plan must include at least 42 engineering units of credit.)
- Satisfy all other general engineering degree requirements
- Present (with the help of their advisor) the plan to a standing engineering committee (normally the Engineering Undergraduate Studies Committee), which will then assess the proposed plan and approve or deny the request

Combined Majors and/or Multiple Degrees

Multiple Majors in Engineering

All undergraduate divisions at Washington University allow students to pursue majors and degrees in more than one division. The following options are available:

Second Degrees

A student in any undergraduate division of the university may be allowed by another division to pursue a second bachelor's degree. For this, the student must satisfactorily complete all of the degree requirements for *both* degrees in order to earn two diplomas. These requirements may include a residency requirement. For engineering majors, this residency requirement is described elsewhere on this page. In addition, the College of Arts & Sciences requires any student earning an AB degree and a bachelor's degree from another division to earn a minimum of 150 total units. If the additional residency and units requirement for a second degree are incompatible with a student's plan, then the student should consider a second major as a more convenient and equally viable alternative.

Second Majors

A student pursuing a bachelor's degree in engineering may also pursue second majors offered by other undergraduate divisions. There are six second majors offered by the McKelvey School of Engineering: computer science, computer science + mathematics, data science, electrical engineering science, financial engineering and systems science. In addition, there are second majors offered by the College of Arts & Sciences and Olin Business School. Students may declare a second major online via WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) up until the time they have filed an Intent to Graduate. Upon completion of the requirements, the student's transcript will show an engineering degree and all earned second majors. Only one diploma is granted; no reference to the second major is noted on the diploma.

Minors

Undergraduate students are allowed to pursue minors offered by any undergraduate division of the university. A minor usually requires five to six courses. The minor program's home division sets the requirements for admission to and completion of the minor program. Students may declare a minor online via WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) up until the time they have filed an Intent to Graduate. An engineering student who completes all of the requirements will have the award of the minor noted on the official transcript; no reference to the minor is noted on the diploma.

Residency Rule for Engineering Minors: No more than 6 units of credit transferred from another institution (outside of Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

Interdivision Transfers

Washington University embraces a student's opportunity to change academic majors, even across different undergraduate divisions on campus. Exploration and flexibility are attributes of an excellent undergraduate experience.

In order to ensure a proper background for success in the James McKelvey School of Engineering, prior to an interdivision transfer request being accepted, students must do the following:

1. Complete at least one non-summer semester in residence at the Washington University Danforth Campus immediately prior to the requested semester of transfer.
2. Successfully complete an L59 CWP College Writing course or an equivalent approved transfer course (<https://engineering.wustl.edu/offices-services/student-services/undergraduate-student-services/transfer-course-database.html>).
3. Complete at minimum Math 132 Calculus II with a grade of B or better.
4. Complete at least one 3-credit course within the intended major being pursued with a grade of B or better. (Additional requirements for majors in the Department of Computer Science & Engineering are given below.)
5. Achieve a cumulative grade-point average of 3.0 or higher and grades of B or better in math and science courses and courses taken in the McKelvey School of Engineering (some departments may require a higher GPA), with no outstanding incomplete (I) grades.
6. Demonstrate a high regard for academic integrity. (Students found to be in violation of the Academic Integrity Policy (<https://engineering.wustl.edu/offices-services/student-services/academic-integrity-policy.html>) may be required to delay their entry for a specified time as determined by the transfer dean.)
7. Meet with the transfer dean or a four-year advisor in Engineering Undergraduate Student Services (303 Lopata Hall) to ensure that the curriculum plan is on track for progress toward graduation.
8. Understand that undergraduate McKelvey Engineering students may only enroll in a limited number of University College courses that have been preapproved by the Engineering Undergraduate Studies Committee. (Refer to our policy on University College courses (p. 1298) for more information.)
9. Be aware that changing majors may result in the need to complete one or more additional semesters to graduate.

These are the minimum requirements. Each student is evaluated on a case-by-case basis.

There are additional minimum requirements to complete for the following degree programs:

- **BS in Data Science, CS+Math, CS+Econ, and Computer Engineering**
 - Complete CSE 247 Data Structures and Algorithms with a grade of B or better.
- **BS in Computer Science**
 - Complete CSE 132 Introduction to Computer Engineering, CSE 240 Logic and Discrete Mathematics, and CSE 247 Data Structures and Algorithms with grades of B or better.
- **BS in Business and Computer Science**
 - Maintain a minimum GPA of 3.5 overall and in all business and computer science courses.
 - Complete a minimum of two business and two computer science core courses that are required as part of the BS in Business and Computer Science curriculum.
 - Demonstrate the ability to complete the degree in a timely manner.

Bachelor's/Master's Program in Engineering

This program provides students who enter Washington University as undergraduates in day-school programs the opportunity to earn McKelvey School of Engineering master's degrees; this includes Henry Edwin Sever Institute master's degrees. Interested students are encouraged to discuss the program with faculty advisors by the end of their junior year in order to best develop a plan for their master's study.

Students must meet the admission requirements and application deadlines stipulated by McKelvey School of Engineering and the department of interest. A minimum 3.0 GPA is required for admission, but some programs may have higher GPA requirements. Each McKelvey School of Engineering department has the option to participate as well as to decide which master's programs to offer students. Students must be admitted to a degree program in Engineering at least one semester prior to their anticipated graduation semester.

Scholarship support may be available to students during their master's year of study. Full-time student status is typically required to be eligible for scholarship support. For more information regarding scholarships and financial aid during the final master's year of study, please visit the Bachelor's/Master's Program (<https://engineering.wustl.edu/prospective-students/graduate-admissions/Pages/bs-ms.aspx>) website.

Engineering Undergraduates

The Bachelor's/Master's Program for current McKelvey School of Engineering undergraduate students normally takes one additional year to complete. When approved by the department, up to 6 units can be used to satisfy requirements for both degrees. However, at least 144 units must still be completed, and all stipulated degree requirements for both programs must be satisfied.

To satisfy residency for both degrees, all participants must complete a minimum of 84 applicable Washington University units, which includes a combination of at least 60 in-residence units counted for the engineering undergraduate degree and at least 30 in-residence units counted for the engineering master's degree, with a total of 6 units from undergraduate course work double-counting toward the requirements for both degrees.

The cumulative GPA used to determine undergraduate final Latin honors will include all undergraduate and graduate course work completed up until the time Latin honors are officially determined. This means that master's courses will also be included in the calculations if a student defers earning the BS degree until the master's degree is also earned.

Non-Engineering Undergraduates

Students from other undergraduate divisions at Washington University are also eligible to participate in the Bachelor's/Master's Program. These students must complete their undergraduate degrees before they are designated as being primary McKelvey School of Engineering master's students. Admitted students may take longer than one year to complete the requirements for a master's degree. Part-time graduate enrollment might be possible with prior permission, but students will be required to maintain satisfactory academic progress (SAP) standards connected to financial aid in order to maintain scholarship and financial aid support. Scholarship support can be applied to "E" courses taken at Washington University during the summer if those courses count toward fulfilling the requirements of the master's degree. Scholarship support used during a summer session will count as one of the total semesters of scholarship support available to the student.

A reasonable number of required prerequisite courses as defined by the department may be taken while the student is admitted to the master's program, but these courses will not be counted toward the McKelvey School of Engineering master's degree if they are courses not normally counted toward its requirements. Prerequisite courses will count in the student's GPA when determining probation/suspension eligibility and SAP standards. Poor performance (i.e., earning less than B- grades) in these courses can be grounds for removal from the program by the department.

A minimum of 24 units of residency counted for the Engineering master's degree is required for all students. When approved by the department, up to 6 units can be used to satisfy requirements for both the non-Engineering undergraduate degree and the Engineering master's degree.

Other Bachelor's/Master's Programs

These programs allow engineering undergraduates to earn master's degrees outside of the McKelvey School of Engineering. Students in these 3/2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based on their eligibility for undergraduate financial aid awards, including Pell grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3/2 programs may apply to the professional programs for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to the current 3/2 programs involving bachelor's/master's programs in engineering, social work and business and to any future Washington University 3/2 programs.

BS/MBA Program

The McKelvey School of Engineering and the Olin Business School offer a five-year program leading to the Bachelor of Science engineering degree and the Master of Business Administration degree. The purpose of the program is to provide students with the opportunity to develop an educational background particularly in demand by industry.

Students should apply to this joint program by April 1 of their junior year. They must complete the application for admission to the Olin Business School, which is available through the business school. There is no GPA requirement, but students must take the Graduate Management Admission Test (GMAT). Registration materials for the test may be obtained through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and personal interviews.

The BS/MBA student's fourth-year curriculum is composed largely of business courses. The fifth-year curriculum is divided almost evenly between business and engineering courses. Because the merging of the two curricula results in very tight scheduling, it is possible that course overloads may be necessary to complete both programs in 10 semesters. Students are strongly urged to meet with their advisors to plan the remaining years of the program.

Dual Degree Program

The McKelvey School of Engineering offers a dual degree program with numerous affiliated liberal arts colleges and universities (<http://engineering.wustl.edu/prospective-students/dual-degree/Pages/affiliated-schools.aspx>). Qualified students earn both a non-engineering baccalaureate from the first school and a Washington University bachelor's degree in engineering by attending the affiliated institution for three or four years, then completing the program with two years of concentrated engineering study at Washington University.

If students are enrolled at an affiliated institution, they may apply for admission to dual degree study under this program, provided they are recommended by an official representative of their college or university and will receive or have received the non-engineering baccalaureate. For more information, please visit the Dual Degree Program website (<http://engineering.wustl.edu/DualDegreeProgram.aspx>).

Engineering Undergraduate Degree (Undergraduate Two-Year Option)

Students enter as undergraduate students and complete a liberal arts degree from their current school and an engineering undergraduate degree from Washington University. Participants are undergraduate students who commonly follow a 3/2 or

a 4/2 schedule, entering Washington University after their junior or senior year. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

Engineering Undergraduate and Graduate Degrees (Graduate Three-Year Option)

Students enter as graduate students and complete both a liberal arts degree from their current school and then an engineering undergraduate degree and engineering master's degree in three years at Washington University. The engineering master's degree and the undergraduate degree can be in different areas. Participants commonly follow a 3/3 or 4/3 schedule, entering Washington University after their junior or senior year. Please note that all students earning both an undergraduate and graduate degree are required to complete a minimum of 84 course units at Washington University. The GRE is not required for admission.

Study Abroad and International Experiences

Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities enable students to become global citizens who are better able to address current issues.

For information about these programs, please visit the McKelvey School of Engineering website (<https://engineering.wustl.edu/current-students/outside-classroom/Pages/study-abroad.aspx>).

Cooperative Education and Internships

The Engineering Cooperative (Co-op) Program is coordinated through the Career Center and available to students with an open McKelvey Engineering degree program or second major. It offers students a unique opportunity to gain in-depth engineering experience prior to graduation. Co-op students learn about a field of engineering by working alongside practicing engineers on extensive projects of the sort that are typically undertaken by entry-level engineers. This type of experience gives students a chance to preview a career path and employment options, to gain career clarification, to improve communication and team project skills, and to enhance their marketability with future employers. The cooperative education experience is typically completed over the course of a semester and a summer term, but it may be extended for a maximum of one year with faculty advisor approval.

In addition, the Career Center provides resources for students searching for summer internships and/or part-time fall or spring internships with local companies while enrolled in courses.

For more information about co-ops and internships, please visit the Career Center website (<http://careercenter.wustl.edu/>) or call 314-935-5930.

Pre-Medical Education

The McKelvey School of Engineering makes available, as options within its undergraduate degree programs, curricula that prepare students for entry into medical, dental or veterinary school while they pursue the undergraduate degree.

These curricula were formulated in recognition of the increasing importance in medicine of the methods and subject matter of the basic engineering sciences. The student who successfully completes one of the curricula will be well prepared for the study of medicine and will have, in addition, a solid background in engineering. Moreover, the student who decides not to go on to medical school will have an exceptionally wide selection of options, including not only those commonly open to the graduate in engineering but also those usually undertaken after graduate study in the life sciences. In accordance with the recommendations of the school's Pre-Medicine Committee, all curricula include — in addition to the normal degree requirements — the following courses:

- **Biology:** Biol 2960, Biol 2970
- **Biochemistry:** Biol 451
- **General Chemistry:** two semesters with lab
- **Organic Chemistry:** two semesters with lab
- **General Physics:** two semesters with lab
- **Psychology:** Psych 100B
- **Social Sciences:** one course related to health care access and disparities

Many medical schools have other assorted prerequisites, which can be found in the AMCAS Instruction Manual. Students may download the manual from the Association of American Medical Colleges (AAMC) website (<http://www.aamc.org/>).

If students are interested in attending medical or dental school, they must consult and register with the Engineering Pre-Medicine Advisor before the end of their sophomore year. Engineering students should contact the pre-medical advisor in Engineering Undergraduate Student Services (<https://engineering.wustl.edu/current-students/student-services/Pages/premedicine.aspx>), Lopata Hall, Room 303.

There is extensive detailed information concerning the Medical College Admission Test, the choice of advanced biology or chemistry courses, and the choice of medical school that should be discussed prior to the beginning of the junior year. Students requesting a cover letter from the Pre-Medicine Committee must complete the Pre-Health Application Institutional Review (PIR) by April of the year in which they apply.

Engineering Summer School

The McKelvey School of Engineering offers a variety of engineering courses each summer. Class times are varied to accommodate both traditional daytime students and those with full- or part-time employment. The engineering summer school calendar comprises one full eight-week evening session as well as several accelerated sessions of shorter duration.

If students are interested in enrolling in an engineering summer course, they can obtain further information in Lopata Hall, Room 303, or by phone at 314-935-6100.

Student Services

Engineering Undergraduate Student Services

Engineering Undergraduate Student Services, which is located in Lopata Hall, Room 303, has three main areas: Admissions, Advising Support, and Registrar. Our admissions officers work closely with the university Admissions Office to provide current and useful information to students and parents who are learning about our university, our community, and the opportunities available in the McKelvey School of Engineering. The advising staff has a comprehensive knowledge of all campus resources and can help with such items as tutoring, international studies, assistance with the registration process, and general advising. The registrar handles class scheduling, transfer and AP credit, course registration, graduation eligibility, and other student-records-related processes. Engineering Undergraduate Student Services (<https://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>) serves all students, faculty and staff. For an appointment, call 314-935-6100.

Engineering Communication Center

The Engineering Communication Center offers all engineering students, faculty and postdocs free help with their engineering communication needs. The faculty who staff the center work with individuals to define audiences and purposes, develop and organize ideas, create effective graphics and page design, and sharpen self-editing skills. Help is offered for résumés and employment correspondence, proposals, formal reports, lab reports, graduate program application statements, and presentations. For an appointment, call 314-935-4902 or email the Engineering Communication Center (ecc@seas.wustl.edu).

The Career Center

The Career Center helps engineering students prepare for a lifetime of career management by offering innovative approaches to help prepare them for a successful co-op experience, internship and job search. The Career Center offers a variety of services and resources for engineering undergraduate and graduate students.

Whether students are looking for a summer internship, a co-op experience, or a full-time job, the center is here to help with in-person and virtual advising, email coaching, drop-in hours and live chat. The Career Center offers a breadth of resources, including an online job, co-op and internship database; mentoring programs; special events; professional development workshops; résumé reviews; career fairs and on-campus interviews.

The Career Center offers one-on-one career guidance to students at any stage of their career-planning process. Students are encouraged to meet with a career advisor early in their academic career and at least once each year to build a relationship. To schedule an advising appointment, please visit the Career Center website (<http://careercenter.wustl.edu/>).

Contact Us

Contact: Engineering Undergraduate Student Services
Phone: 314-935-6100
Website: <http://engineering.wustl.edu>

Fields of Study

- Biomedical Engineering (p. 1179)
- Computer Science & Engineering (p. 1194)
- Electrical & Systems Engineering (p. 1227)
- Energy, Environmental & Chemical Engineering (p. 1254)
- Mechanical Engineering & Materials Science (p. 1271)
- University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program (p. 1290)

Biomedical Engineering

About Biomedical Engineering

Biomedical engineering is an interdisciplinary field in which the concepts, methods and techniques of engineering are applied to solving problems in biology and medicine. It applies quantitative, analytical and integrative methods from the molecular level to that of the whole organism to further our understanding of basic biological processes and to develop innovative approaches for the prevention, diagnosis and treatment of disease.

A student majoring in biomedical engineering will have the opportunity to participate in the world-class research activities of engineering and medical faculty in biomaterials, imaging, cardiovascular engineering, cell and tissue engineering, molecular cellular and systems engineering, neural engineering, regenerative engineering, and women's health technologies. All students in biomedical engineering are encouraged to join and be active in the Biomedical Engineering Society (<https://www.bmes.org/>).

Mission Statement

Our departmental mission is to serve society as a center for learning and knowledge creation in engineering and science for the purpose of advancing biology and medicine.

Our overall educational objective is to prepare those receiving a bachelor's degree in biomedical engineering for a variety of career paths. To that end, our undergraduate curriculum is designed to provide technical proficiency as well as communication and other professional skills so that our graduates will be able to do the following:

- Pursue careers in the biomedical engineering industry or related fields
- Undertake advanced study (e.g., MS, PhD) in biomedical engineering or a related field in preparation for careers utilizing this further training
- Complete professional degrees (e.g., in medicine, dentistry, law or business) in preparation for careers utilizing those degrees

Academic Programs

The Bachelor of Science in Biomedical Engineering (BS–BME) is designed to prepare graduates for the practice of engineering at a professional level. It is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The curriculum is structured around a basic core of 80 credits. In addition, a complementary set of courses totaling at least 40 credits completes the degree requirements.

To satisfy ABET (<http://www.abet.org>) requirements, all professional engineering curricula at the baccalaureate level must include the equivalent of one and one-half years of engineering topics, including engineering sciences and engineering design appropriate to biomedical engineering. The BS–BME degree at Washington University requires 47 credits of engineering topics. The basic core curriculum includes 32 engineering topics credits. Therefore, students pursuing a BS–BME degree will need 15 additional engineering topics credits beyond the basic core curriculum. They also may receive up to 6 credits of academic credit for a research or design project by registering for BME 400, BME 400A, BME 400B or BME 400C Independent Study. In addition, their course program must include sufficient laboratory experience to ensure competence in experimental design, data collection and data analysis. For more information regarding engineering topics credit requirements, please refer to the Undergraduate Curriculum (<http://bme.wustl.edu/undergraduate/pages/undergraduate-curriculum.aspx>) webpage.

Bachelor's/Master's (BS/MS) Program in Engineering

The BS/MS program allows current BME undergraduate students to earn a master's degree with only one additional year of study. Interested engineering students should discuss the program with their BME academic and Engineering Undergraduate Student Services advisors by the end of their junior year in order to best develop a plan for their senior year leading into their master's year. With advisor and departmental approval, up to 6 graduate-level credits can be shared between the BS and MS degrees; however, the combined program still requires students to complete a minimum of 144 units in total.

Double Majors

An option available to students majoring in biomedical engineering is the double major, which leads to a second professional BS degree in one of the other engineering disciplines in four years. A BME degree in combination with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or less if the student enters with advanced placement credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an advisor in the second department as early as possible.

Premedical Preparation

Training in BME is also excellent preparation for various professional schools, particularly medical schools. Many students complete their premedical requirements while obtaining their BME degrees. Premedical preparation is not a major; rather, it allows students to fulfill the requirements needed for entry to medical school. Further information can be obtained by visiting the Premedicine (<https://engineering.wustl.edu/current-students/student-services/Pages/premedicine.aspx>) webpage and by contacting the McKelvey School of Engineering's Health Professions Advisor, Ron Laue, at ron.laue@wustl.edu.

Cooperative Experience

Cooperative experience is available to upper-level students at numerous life science/technology companies both in the St. Louis area and nationwide. This experience is particularly valuable for students who wish to enter industry. However, since most companies ask that students spend the equivalent of one semester and a summer participating in these experiences, it may be difficult to complete the degree requirements in eight semesters, unless students enter with sufficient advanced placement credits and/or take summer courses.

Please visit our website for the most current and up-to-date information.

Phone: 314-935-7208
Website: <https://bme.wustl.edu/academics/undergraduate-programs/index.html>

Faculty

Chair

Lori A. Setton (<https://engineering.wustl.edu/Profiles/Pages/Lori-Setton.aspx>)

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering
PhD, Columbia University
Biomaterials for local drug delivery; tissue regenerations specific to the knee joints and spine

Endowed Professors

Rohit V. Pappu (<https://engineering.wustl.edu/faculty/Rohit-Pappu.html>)

Gene K. Beare Distinguished Professor of Biomedical Engineering
PhD, Tufts University
Macromolecular self assembly and function; computational biophysics

Yoram Rudy (<https://engineering.wustl.edu/faculty/Yoram-Rudy.html>)

Fred Saigh Distinguished Professor of Engineering
PhD, Case Western Reserve University
Cardiac electrophysiology; modeling of the cardiac system

Professors

Jianmin Cui (<https://engineering.wustl.edu/faculty/Jianmin-Cui.html>)

PhD, State University of New York–Stony Brook
Ion channels; channel structure-function relationship; biophysics

Daniel Moran (<https://engineering.wustl.edu/faculty/Daniel-Moran.html>)

PhD, Arizona State University
Motor control; neural engineering; neuroprosthetics; movement biomechanics

Baranidharan Raman (<https://engineering.wustl.edu/faculty/Barani-Raman.html>)

PhD, Texas A&M University
Computational and systems neuroscience; neuromorphic engineering; pattern recognition; sensor-based machine olfaction

Quing Zhu (<https://engineering.wustl.edu/faculty/Quing-Zhu.html>)

Edwin H. Murty Professor of Engineering
PhD, University of Pennsylvania
Biophotonics and multimodality ultrasound and optical imaging

Associate Professors

Dennis L. Barbour (<https://engineering.wustl.edu/faculty/Dennis-Barbour.html>)

MD, PhD, Johns Hopkins University
Application of novel machine learning tools to diagnose and treat disorders of perception and cognition

Hong Chen (<https://engineering.wustl.edu/faculty/Hong-Chen.html>)

PhD, University of Washington
Physical acoustics; therapeutic ultrasound and ultrasound imaging

Song Hu (<https://engineering.wustl.edu/faculty/Song-Hu.html>)

PhD, Washington University in St. Louis
Optical and photoacoustic technologies for high-resolution structural, functional, metabolic and molecular imaging in vivo

Michelle Oyen (<https://engineering.wustl.edu/faculty/Michelle-Oyen.html>)

PhD, University of Minnesota
Bioengineering approaches to the study of pregnancy and childbirth; mechanical properties of hydrogel and hydrogel composite materials; biomimetic materials referencing both hard and soft natural tissues

Jai S. Rudra (<https://engineering.wustl.edu/faculty/Jai-Rudra.html>)

PhD, Louisiana Tech University
Peptide-based biomaterials; immunoengineering; immunology of nanoscale aggregates; development of vaccines and immunotherapies

Jin-Yu Shao (<https://engineering.wustl.edu/faculty/Jin-Yu-Shao.html>)

PhD, Duke University
Cell mechanics; receptor and ligand interactions; molecular biomechanics

Jon Silva (<https://engineering.wustl.edu/faculty/Jonathan-Silva.html>)

PhD, Washington University
Ion channel biophysics

Kurt A. Thoroughman (<https://engineering.wustl.edu/faculty/Kurt-Thoroughman.html>)

PhD, Johns Hopkins University
Human motor control and motor learning; neural computation

Chao Zhou

PhD, University of Pennsylvania
Optical coherence tomography

Assistant Professors

Nate Huebsch (<https://engineering.wustl.edu/faculty/Nathaniel-Huebsch.html>)

PhD, Harvard University
Cell-material Interactions, iPSC-based tissue modeling to study cardiac development and disease

Abhinav Kumar Jha (<https://engineering.wustl.edu/faculty/Abhinav-Jha.html>)

PhD, University of Arizona
Development of computational-imaging solutions for diagnosing and treating diseases

Christine M. O'Brien (<https://engineering.wustl.edu/faculty/Christine-OBrien.html>)

PhD, Vanderbilt University
Developing optical spectroscopy and imaging tools to solve global problems in maternal-fetal health and reproductive diseases

Alexandra Rutz (<https://engineering.wustl.edu/faculty/Alexandra-Rutz.html>)

PhD, Northwestern University
Engineering of electronic tissues using materials design and fabrication-based approaches

Ismael Seáñez (<https://engineering.wustl.edu/faculty/Ismael-Seanez.html>)

PhD, California Institute of Technology
Neuro-rehabilitation tools and programs that promote active use of residual mobility and maximize recovery through the use of body-machine interfaces

Michael D. Vahey (<https://engineering.wustl.edu/faculty/Michael-Vahey.html>)

PhD, Massachusetts Institute of Technology
Biophysical mechanisms of infectious disease; fluorescence microscopy; microfluidics

Principal Lecturer

Patricia Widder (<https://engineering.wustl.edu/faculty/Patricia-Widder.html>)

MS, Washington University

Lecturer

Katherine Schreiber

PhD, Saint Louis University

Senior Professor

Larry Taber

PhD, Stanford University
Mechanics of growth and development; cardiac mechanics

Senior Emeritus Professor

Frank Yin

MD, PhD, University of California, San Diego

Majors

The Major in Biomedical Engineering

The BS in Biomedical Engineering requires completion of the courses in the Core Curriculum as well as five upper-level Tier courses beyond the Core, as described below. Students must meet all McKelvey School of Engineering and Washington University requirements, including the English proficiency requirement (please refer to the Engineering Degree Requirements (p. 1291) page). They must also satisfy ABET requirements for a professional degree, which require the accrual of 47 engineering topics units over their course work. A list of Topics Units - Engineering Courses (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>) is available on the Engineering Student Services website.

The Basic Core

The Biomedical Engineering Core Curriculum consists of 80 credits, outlined below.

Courses	Units
Physical Sciences	
General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106)(111A and 112A recommended)	6
General Chemistry Laboratory I, II (Chem 151, Chem 152)	4
General Physics (Physics 191, Physics 191L, Physics 192, Physics 192L)	8
	18
Biological Science	
Principles of Biology I (Biol 2960)	4
Physiological Control Systems (Biol 3058)	2
	6
Mathematics	
Calculus II & III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A & B (ESE 318, ESE 319)	6
Probability and Statistics for Engineering (ESE 326)	3
	18
Engineering Science	
Computer Science (CSE 131)	3
	3
Biomedical Engineering	
Introduction to Biomedical Engineering (BME 140)	3
Introduction to Biomedical Circuits (BME 220)*	4

Biomechanics (BME 240) and Biomechanics Lab (BME 240L)	4
Quantitative Physiology I, II (BME 301A, BME 301B)	8
Bioengineering Thermodynamics (BME 320B)	3
Transport Phenomena in BME (BME 366)	3
Senior Design A, B (BME 401A, BME 401B)	4
	29
Other	
Engineering Practice and Professional Values (Engr 4501, Engr 4502 and Engr 4503)	3
Technical Writing (Engr 310)	3
	6
Total Basic Core	80

* ESE 230 Introduction to Electrical and Electronic Circuits can be substituted for BME 220 Introduction to Biomedical Circuits.

Students must complete **five upper-level Tier engineering courses (15 units), five humanities and social sciences courses (15 units), and three general electives courses (minimum 10 units)** beyond the Core Curriculum to complete the major and to prepare for particular fields of employment or education beyond the baccalaureate degree. At least two of the five Tier electives need to be drawn from the Tier I course list below; the remaining three can be chosen from Tier I or Tier II. Students must complete a minimum of **120 units** to meet the degree requirements.

Tier I

For the most up-to-date Tier list, please refer to the BME website (<https://bme.wustl.edu/academics/undergraduate-programs/curriculum.html>).

Tier II

All upper-level (300-500) engineering and physics courses that carry 3 engineering topics units (with the exception of required courses such as BME 301A, BME 301B, BME 320B, and so on) count as Tier II electives.

Minors

A number of undergraduate engineering students pursue a minor in engineering or in another discipline, such as business. For biomedical engineering (BME) majors, there are four engineering minors that are easily obtainable within the typical four-year BME curriculum. These recommended minors require four or fewer additional courses, most of which count toward the electives within the BME major.

Recommended Engineering Minors for Biomedical Engineering Majors

- **Bioinformatics:** Bioinformatics is a joint program of the Department of Computer Science & Engineering in the McKelvey School of Engineering and the Department of Biology in the College of Arts & Sciences. Mindful of the emerging opportunities at the interface of biology and computer science, the departments of Biology and of Computer Science & Engineering are sponsoring a bioinformatics minor that will serve students from both departments as well as other students from the natural sciences and engineering with an interest in this field.
- **Biomedical Data Science:** This program is designed to integrate data science principles — preparing, transforming, modeling, visualizing, validating, and communicating data — with the unique challenges and considerations of medicine and health care. The curriculum encompasses the following: (1) fundamental mathematics concepts such as linear algebra, probability, statistics, and computer modeling; (2) specialized data science education necessary to practically approach the particular challenges of genomic data, sensor data, and health care data; and (3) learning the ethical considerations of privacy, equity, and access unique to medical data sharing and analysis.
- **Computer Science:** Because computing drives innovation in nearly all industries, the Department of Computer Science & Engineering offers a minor in computer science to provide a basic foundation in software and computer science.
- **Electrical Engineering:** This program covers classes in several fields of science and engineering by encompassing electronics, solid-state devices, applied electromagnetics, radiofrequency and microwave technology, fiber-optic communication, applied optics, nanophotonics, sensors, and medical and biological imaging technology.
- **Mechanical Engineering:** The minor in mechanical engineering complements studies in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study.

McKelvey School of Engineering offers additional minors; however, they typically require 15 units or more of course work outside the standard BME curriculum. Students who enter with significant transfer credit and/or advanced placement credit may be able to complete these minors in the standard four years. Otherwise, students will typically require a summer semester or two to complete these minors.

Engineering Minors Requiring Advanced Placement or Summer Effort for Biomedical Engineering Majors

- Aerospace Engineering (p. 1287)
- Energy Engineering (p. 1269)
- Environmental Engineering Science (p. 1268)
- Mechatronics (p. 1289)
- Nanoscale Science & Engineering (p. 1270)
- Robotics (p. 1290)
- Systems Science & Engineering (p. 1253)

Courses

Visit online course listings to view semester offerings for E62 BME (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E62&crslvl=1:5>).

E62 BME 140 Introduction to Biomedical Engineering

An introduction to the vast and diverse field of biomedical engineering (BME), this very challenging course has two main purposes. One is to teach students — via lectures, reading assignments, homework and exams — to think on their own, to solve problems, and to know how engineering principles are applied to the areas of bioelectricity, biomechanics, biomolecules, biotechnology and bioimaging. The second is to introduce students — via guest lectures by School of Medicine and engineering faculty — to some of the fascinating and challenging ongoing research in these areas. The course is challenging because students at this early stage, by and large, lack the knowledge base to understand either the engineering/biological aspects of the topical areas or the research being presented. Nevertheless, because future success depends on such, emphasis throughout is placed on developing self-learning as well as quantitative and analytical problem-solving skills, but at an appropriate level. By the end of the course, it is hoped that students will have begun to acquire the skills and approaches necessary to succeed in the engineering curriculum as well as a much more in-depth and informed perspective of BME. Corequisites: Phys 197, Chem 111A, and college-level calculus. Credit 3 units. EN: TU

E62 BME 220 Introduction to Biomedical Circuits

Electricity is central to normal and abnormal biological function, spanning scales from the subcellular to whole systems. Scientists and engineers also use electrical engineering to design and implement interaction with biological tissue, from classical physiological experiments to cutting-edge brain-computer interfaces. This course will begin the study of bioelectrical engineering by introducing simple electrical elements, circuits, amplifiers, and instrumentation. Relevant biological examples and computer modeling will be used throughout. The lab component will provide hands-on laboratory practice with simple electrical elements, circuits, amplifiers, instrumentation, and computer modeling, with a focus on biomedical applications. BME 220 fulfills the circuits requirement for BME students in place of ESE 230. Prerequisite: L31 Phys 192/192L; Corequisite: Math 217. Credit 4 units. EN: TU

E62 BME 220L Biomedical Circuits Laboratory

This course will provide hands-on laboratory practice with simple electrical elements, circuits, amplifiers, instrumentation, and computer modeling, with a focus on biomedical applications. The course will meet in person as allowed by Washington University policy, with options for remote learning. Students registering for this course must also be registered for BME 220. Together, BME 220 and BME 220L fulfill the circuits requirement for BME students in place of ESE 230.

Credit 1 unit. EN: TU

E62 BME 231 Foundations of Biomedical Computing

This elective course provides a basis for solving problems in biomedical engineering through coding and computation. Coding structures applied to concepts in linear algebra, statistics, and probability are introduced as a foundation to more advanced biomedical data science applications in machine learning and artificial intelligence. The course is taught using Python; no prior knowledge of Python is expected or required. Students should be comfortable with high school level algebra and geometry. This course is required as prerequisite for BME440, Biomedical Data Science, and is a required course for the Biomedical Data Science minor.

Credit 3 units. EN: TU

E62 BME 240 Biomechanics

Principles of static equilibrium and solid mechanics applied to the human anatomy and a variety of biological problems. Statics of rigid bodies with applications to the musculoskeletal system. Mechanics of deformable media (stress, strain; stretching, torsion, and bending) with introduction to nonlinear behavior, viscoelasticity, and growth in living tissue. Applications to cells, bone, muscle, arteries, the heart, and the cochlea. Prerequisite: L31 Phys 191 or L31 Phys 193.

Credit 3 units. EN: TU

E62 BME 240L Biomechanics Laboratory

This course will consist of hands-on laboratory experiments in topics relevant to bioengineering mechanics such as statics of rigid bodies, viscoelasticity, and stress/strain analysis of biological materials. A focus of the course will be extending fundamental mechanical principles to biological applications through experimentation. The course is designed to follow and enhance the material covered in BME 240. Additionally, students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings.

Prerequisite or Corequisite: E62 BME 140.

Credit 1 unit. EN: TU

E62 BME 301A Quantitative Physiology I

A course (lectures, recitation and supervised laboratory sections) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include bioinstrumentation, eye movement, muscle mechanics, action potentials, sensory systems, neuroprosthetics. Prerequisites: BME 140, CSE 131, ESE 230, Biol 3058 (previously Biol 3050 or 3059), ESE 319, or permission of instructor.

Credit 4 units. EN: TU

E62 BME 301B Quantitative Physiology II

A course (lecture and supervised laboratory sessions) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include electrocardiography; heart contractility and molecular bases; cell signaling, pulse wave propagation in arteries; pulmonary function; renal function; imaging, and systems biology. Immune system; drug delivery. Prerequisites: BME 140, CSE 131, ESE 230, ESE 319, Biol 3058, or permission of instructor.

Credit 4 units. EN: TU

E62 BME 320B Bioengineering Thermodynamics

This course covers the foundations of thermodynamics with strong emphasis on concepts and the translation of concepts. Topics to be covered include the first and second laws of thermodynamics, probabilistic descriptions of entropy, consequences of the first and second laws in ideal and non-ideal single- and multi-component systems, free energies as descriptors of equilibria in laboratory and biological systems, chemical equilibria, phase equilibria, treatment of aqueous solvents and mixtures, colligative properties, thermodynamics of protein folding, and protein binding equilibria. The material, the lectures, and the homework emphasize learning that enables the translation of concepts into mathematical analysis. A strong background in differential calculus of multiple variables and differential equations (Math 217) is required. Emphasis is placed on regular homework and working in collaborative groups. The main textbook for the course will be "Molecular Driving Forces: Statistical Thermodynamics in Chemistry and Biology," 2nd edition, by Ken A. Dill and Sarina Bromberg and published by Garland Science. The lectures and course notes will also draw on other sources, including the classical book by Herbert Callen. A weekly recitation section, BME 320A, is also offered. Students are strongly urged to attend lectures and the recitation section.

Credit 3 units. EN: TU

E62 BME 329 Biothermodynamics in Practice

This course will include hands-on, laboratory experiments in topics relevant to bioengineering thermodynamics, such as heat transfer, relationships involving temperature and pressure, equilibria, mixing, and solution chemistry. A focus of the course will be extending fundamental scientific principles to biological applications. Students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings. Prerequisites: L07 Chem 111A, L07 Chem 151, L31 Phys 191/191L, and L31 Phys 192/192L.

Credit 3 units. EN: TU

E62 BME 366 Transport Phenomena in Biomedical Engineering

Many processes of importance in biology and medicine involve the transfer of mass, heat or momentum. Through the use of the differential control volume approach, the fundamental transport equations will be derived. Systematic derivation of differential equations appropriate for different types of transport problems will be explored. Solutions of the resulting differential equations for simple chemical/biological systems will then be sought. Macroscopic descriptions of fluid flow will be applied to the design of blood pumps for the heart. Unsteady mass transfer

with diffusion, advection and chemical reactions will also be applied to the transport of proteins, metabolites and therapeutics throughout the body. Prerequisites: E62 BME 240, L24 Math 217, E35 ESE 318, and E35 ESE 319.

Credit 3 units. EN: TU

E62 BME 400 Independent Study

Independent investigation on topic of special interest. This course has no engineering topics units. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit variable, maximum 6 units.

E62 BME 400A Independent Study

Independent investigation on a topic of special interest. This course has 1 unit of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics.

Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit 1 unit. EN: TU

E62 BME 400B Independent Study

Independent investigation on a topic of special interest. This course has 2 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics.

Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit 2 units. EN: TU

E62 BME 400C Independent Study

Independent investigation on a topic of special interest. This course has 3 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics.

Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit 3 units. EN: BME T, TU

E62 BME 401A Senior Capstone Design A

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will either meet with possible clients to discern a biomedical problem, or bring an original idea of their own to the class. The students will work on an original design or redesign of a component or system of biomedical engineering significance. The students will be taught how to craft a project scope with the required design specifications. The design experience will require application of knowledge and skills acquired in earlier course work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401A will be a descriptive paper design of their solution. Prerequisite: BME senior standing.

Credit 2 units. EN: TU

E62 BME 401B Senior Capstone Design B

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will work toward building a prototype of the student design which was a product of 401A. The students will be expected to design a verification and validation plan to test the prototype built. The design experience will require application of knowledge and skills acquired in earlier course work and lab experiences; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401B will be a prototype, and a descriptive paper describing their solution documenting how the prototype satisfies the design specifications, with the validation and verification results. Prerequisites: BME 401A.

Credit 2 units. EN: TU

E62 BME 402 Senior Design II

BME 402 is a continuation of BME 401. Working in small groups, students will take a paper design completed in BME 401 and build a prototype. They will evaluate, optimize, and undertake the building of the design. The design experience will require the application of knowledge and skills acquired in earlier course work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. Students will prepare written reports and participate in oral design reviews involving a panel of faculty members and industrial representatives. Prototype construction is the final goal of the class. Prerequisites: BME 401, senior standing, and approval of the instructor.

Credit 1 unit. EN: TU

E62 BME 410 International Community Service Learning Project

This pass/fail course is a two-week summer international experience in conjunction with the faculty and students of our partner, The Biomedical Engineering Institute of Hong Kong Polytechnic University. Students first attend an orientation at HKPU to learn about functional electrical stimulation (FES) and treating cerebral palsy with orthotic devices. The entire group then goes to a clinic in mainland China where they put into practice what they have learned, the former in patients who have suffered strokes and the latter in children with cerebral palsy — working in teams to diagnose, fit and fabricate orthotic devices. A written summary of the experience is the final product. Academic credits are awarded at the end of the fall semester following the summer experience. Prerequisites: completion of junior year, BME 301A. Enrollment: Students must apply by Feb. 1 each spring. Enrollment is restricted to 10 of the applicants. Credit 2 units.

E62 BME 432 Physics of Biopolymers

This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials

and advanced topics in phase transitions and molecular design. The material will be fast-paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized. Prerequisites: BME 320B or equivalent and a first course in transport phenomena.
Credit 3 units. EN: TU

E62 BME 440 Biomedical Data Science

This course will cover data analysis, statistical methods, AI, machine learning, predictive modeling, and data visualization, with applications to medicine and health. As part of the course, BME faculty will present biomedical data science topics from their research areas. Students will learn to prepare, transform, visualize, validate, model, and communicate information about datasets, and they will design and implement an independent project to address a biomedical data science problem. Prior Python experience required. Prerequisites: E35 ESE 318, E35 ESE 326, (E62 BME 231 or E81 CSE 217A), or equivalent courses
Credit 3 units. EN: TU

E62 BME 442 Biomacromolecules Design and Engineering

Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering, protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lectures, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques. Prerequisite: Basic knowledge of genes and cloning.
Credit 3 units. EN: TU

E62 BME 443 Molecular and Cellular Engineering

The ability to engineer biological function at the cellular level holds tremendous potential for both basic and applied science. This course aims to provide knowledge and practical proficiency in the methods available for measuring and controlling the molecular organization of eukaryotic cells. Topics to be covered include genome engineering using viral- and CRISPR-Cas systems; spatial and temporal control of proteins and their interactions; methods for characterizing and engineering posttranslational modifications; and the relationship between cellular organization and function in migration, immune cell target recognition, and differentiation. Examples from recent scientific literature will provide the foundation for these topics.
Credit 3 units. EN: TU

E62 BME 444 Biomedical Instrumentation

This course will include operational and instrumentation amplifiers for bioelectric event signal conditioning, interfacing and processing; instrumentation noise analysis and filter design; A/D converters and hardware and software principles as related to sampling, storing, processing, and display of biosignals; modeling, analysis, and operation of transducers, sensors,

and electrodes, for physiological and imaging systems; and an introduction to ultrasound, X-ray, and optical imaging systems. In addition, students will be involved in three projects of designing and building instrumentation amplifier and filter systems, ultrasound systems, and optical systems. Prerequisites: BME 301A and BME 301B.
Credit 3 units. EN: TU

E62 BME 450 Numerical Methods for Computational Modeling in Biomedicine

Advanced computational methods are required for the creation of biological models. Students will be introduced to the process of model development from beginning to end, which includes model formulation, how to solve and parameterize equations, and how to evaluate model success. To illustrate the potential of these methods, participants will systematically build a model to simulate a "real-life" biological system that is applicable to their research or interest. A mechanistic appreciation of the methods will be gained by programming the methods in a low-level language (C++) in a Linux environment. While extensive programming knowledge is not required, participants are likely to find that some programming background will be helpful. Students enrolled in the 550 graduate class will be required to complete a final project that incorporates the methods taught in class. Prerequisite: E81 131.
Credit 3 units. EN: TU

E62 BME 459 Intermediate Biomechanics

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity, and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor.
Same as E62 BME 559
Credit 3 units. EN: TU

E62 BME 464 Orthopaedic Biomechanics — Cartilage/Tendon

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (BME 463/563) Orthopaedic Biomechanics — Bones and Joints is *not* a prerequisite.
Same as E37 MEMS 5564
Credit 3 units. EN: TU

E62 BME 4642 Human-Machine Interfaces

This course will provide an overview of neurorehabilitation technologies for individuals with neuromotor disorders. Topics will include the neurophysiology of human motor and sensory systems, motor control and adaptation, and neuroplasticity in the damaged brain and spinal cord. Human-machine interface systems including prostheses, orthoses and exoskeletons,

wheelchairs, neuroprosthetics, brain-machine interfaces, and wearable robots will be discussed with an emphasis on their clinical applications for restoration of motor and sensory functions. Lecture material and assignments will draw from current scientific literature and research. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: BME 301 Quantitative Physiology I or equivalent introductory physiology course preferred.

Credit 3 units. EN: BME T, TU

E62 BME 465 Biosolid Mechanics

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.

Credit 3 units. EN: TU

E62 BME 469 Cardiac Electrophysiology

This course is an introduction to cardiac electrophysiology with an emphasis on arrhythmia mechanisms, experimental methods, and clinical applications. Topics will include modeling of cardiac arrhythmias, mapping of cardiac electric activity, pacemakers and defibrillators, and ablation of cardiac tissue.

Credit 3 units. EN: TU

E62 BME 470 Mathematics of Imaging Science

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with engineering-level mathematics, calculus, linear algebra, and introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.

Same as E62 BME 570

Credit 3 units.

E62 BME 471 Bioelectric Phenomena

This course is a quantitative introduction to the origins of bioelectricity, with an emphasis on neural and cardiac electrophysiology. Topics will include electric fields and current flow in volume conductors; cell membrane channels and their role in generating membrane potentials; and action potentials and their propagation in myelinated and unmyelinated axons as well as cardiac tissue. Minor topics of discussion will include both skeletal muscle and non-human (e.g., electric fish) sources of bioelectricity.

Credit 3 units. EN: TU

E62 BME 472 Biological Neural Computation

This course considers the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition and machine learning algorithms for analyzing neural data. *Note:* Graduate students in psychology or neuroscience who are in the cognitive, computational and systems neuroscience curriculum pathway may register in Biol 5657 for 3 credits. For non-BME majors, conceptual understanding and selection/application of right neural data analysis technique are stressed. Hence homework assignments/examinations for the two sections are different, however all students are required to participate in a semester-long independent project as part of the course. Prerequisites: calculus, differential equations, basic probability and linear algebra. Undergraduates need permission of the instructor. Biol 5657 prerequisites: permission from the instructor.

Same as E62 BME 572

Credit 3 units. EN: TU

E62 BME 479 Biofabrication & Medical Devices

This course will cover materials design and modern manufacturing methods for biofabricated tissues and medical devices (with a particular emphasis on bioelectronic devices). Topics will include additive manufacturing and their materials requirements along with how these methods have evolved to use biomaterials and cells, such as bioprinting. State-of-the-art in vitro and implantable devices for diagnostic and therapeutic purposes will be discussed with emphasis on how their properties have advanced from developments in materials and manufacturing. Lecture material and assignments will draw from both current market devices and the clinical standard-of-care as well as ongoing research and recent scientific literature. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: E62 BME 523 or equivalent biomaterials introductory course

Credit 3 units. EN: TU

E62 BME 4902 Cellular Neurophysiology

This course will examine the biophysical concepts of synaptic function, with focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, and models of synaptic disease states such as Parkinson's and Alzheimer's diseases. In addition, a set of lectures will be devoted to modern electrophysiological and imaging techniques as well as modeling approaches to study synapses and neural circuits. Prerequisite: senior or graduate standing.

Same as E62 BME 5902

Credit 3 units. EN: TU

E62 BME 494 Ultrasound Imaging

Ultrasound imaging is the most widely used medical imaging modality in the world. This course offers an introduction to the medical ultrasound field. It exposes students to fundamental physical principles of ultrasound, ultrasound imaging, and

ultrasound therapy. It will also introduce emerging ultrasound technologies in industry and clinics. Students will learn via lectures, homework, lab exercises, and a final project to gain knowledge, learn the ability to think critically, and develop problem-solving skills.
Credit 3 units. EN: TU

E62 BME 496 Design and Development of Optical Imaging Systems

In this course, students will learn the design principles of optical imaging systems and learn to use optical simulation software, such as ZEMAX/OpticsStudio. There is also hands-on imaging system development components that will allow students to practice skills developed to make prototype imaging systems. Prerequisites: ESE 330, ESE438 or equivalent
Credit 3 units. EN: TU

E62 BME 501C BME Doctoral Seminar Series

This is a credit option for BME students who attend regularly scheduled BME seminars (or approved substitute seminars). A satisfactory grade is obtained by submission of a two-page peer-reviewed paper written by one of the regularly scheduled BME seminar speakers whose seminar the student attended. Papers are to be submitted to the Graduate Student Administrator for review by the Director of Doctoral Studies. Prerequisite: Current BME student in the second year or beyond.
Credit 1 unit.

E62 BME 505 Professional and Personal Pathways to the PhD Program

This course is designed to guide PhD students as they embark on their first year in the Biomedical Engineering program. Topics include choosing a thesis lab and mentor, creating individual development plans, career exploration, and building mentor relationships through networking.
Credit 1 unit.

E62 BME 506 Seminar in Imaging Science and Engineering

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging, and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded pass/fail. Prerequisite: admission to Imaging Science and Engineering program. Same as E35 ESE 596
Credit 1 unit.

E62 BME 507 Radiological Physics and Dosimetry

This class is designed to construct a theoretical foundation for ionizing radiation dose calculations and measurements in a medical context and prepare graduate students for proper scientific presentations in the field of x-ray imaging and radiation therapy. Specifically, a student completing this course will be able to do the following: 1. Understand and apply key concepts specific to energy deposition for both ionizing photon interactions and transport in matter and for energetic charged particle interactions and transport in matter. Radiation sources include radioactivity, x-ray tubes, and linear accelerators. 2. Understand

the theoretical details of ion-chamber based dosimetry and of both cavity-theory based (TG-21) and Monte-Carlo based (TG-51) clinical protocols. 3. Perform and present real-world style research projects as a group, and present these projects in a typical professional scientific format and style. 4. Achieve an appreciation of the history and potential future developments in ionizing radiation detection and dosimetry. Prerequisites: BS in physics or engineering and instructor approval.
Credit 3 units.

E62 BME 5071 Radiobiology

Effects of ionizing radiations on living cells and organisms, including physical, chemical, and physiological bases of radiation cytotoxicity, mutagenicity and carcinogenesis. Textbook: *Radiobiology for the Radiologist*. Eric Hall and Amato Giaccia. Two lectures per week. Prerequisites: graduate student standing and one year each of biology, physics and organic chemistry, or approval of instructor.
Credit 2 units.

E62 BME 5072 Radiation Therapy Physics

Ionizing radiation use in radiation therapy to cause controlled biological effects in cancer patients. Physics of the interaction of the various radiation modalities with body-equivalent materials, and physical aspects of clinical applications. Lecture and lab. Prerequisites: graduate student standing or permission of instructor.
Credit 3 units.

E62 BME 5073 Radiation Protection and Safety

This course will introduce concepts of radiation protection and safety. The focus will be on how to protect humans and environment from ionizing radiation. Special emphasis will be on radiological protection in clinics. Prerequisite: graduate student standing or permission of the instructor.
Credit 2 units.

E62 BME 519 Advanced Cognitive, Computational, and Systems Neuroscience

This course will develop critical thinking and analysis skills with regard to topics in cognitive, computational and systems neuroscience. A particular focus of the course will be aimed toward quantitative literacy, statistical methodology, and pragmatic hands-on experience with the tools and best practices needed to conduct state-of-the-art research in modern studies of brain and behavior. Complementary approaches will be emphasized, including deduction vs. induction, frequentist vs. Bayesian, cohort vs. individual, and random vs. biased sampling. Particular topics include machine learning, Big Data, reproducibility, equitable research and scientific visualization. Students will be provided with foundational and theoretical tools to ensure maximal scientific rigor in their own research by enabling them to think carefully about core issues in experimental design and about key challenges and controversies that arise in relation to hypothesis testing, statistical inference and data management. Work will be conducted in MATLAB, R or Python, and prior experience with one of these tools is highly recommended. Prerequisite: Graduate standing or permission of instructor.
Credit 3 units.

E62 BME 523 Biomaterials Science

An understanding of the interactions between biological systems and artificial materials is of vital importance in the design of medical devices. This course will introduce the principles of biomaterials science, unifying knowledge from the fields of biology, materials science, surface science, and colloid science. The course will be taught from the primary scientific literature, focusing on the study of protein/surface interactions and hydrogel materials. E37 MEMS 3610 OR MEMS 3601 OR permission of instructor
Credit 3 units. EN: TU

E62 BME 524 Tissue Engineering

This course integrates the principles and methods of engineering and life sciences toward the fundamental understanding of normal and pathological mammalian tissues especially as they relate to the development of biological substitutes to restore or improve tissue function. Current concepts and strategies including drug delivery, tissue and cell transplantation, and in vivo tissue regeneration will be introduced as well as their respective clinical applications. Prerequisites: BME 366; or MEMS 3410, Biol 2960 and 2970; or permission of the instructor.
Credit 3 units. EN: TU

E62 BME 527 Design of Artificial Organs

Medical devices that replace the function of one of the major organs in the body must usually interface with flowing blood. Examples include total artificial hearts, left ventricular assist devices, membrane oxygenators, hemodialysis systems and encapsulated endocrine cells. The design of these devices relies on integration of knowledge from a variety of fields, in particular computational fluid dynamics and blood rheology. We will study the process by which a concept for a device eventually leads to a functioning, blood-contacting medical device, with most of the focus on the design of left ventricular assist devices. Students will learn to use CAD to design blood pumping devices, test their designs via computational fluid dynamics, and 3D print and test their pumps with water. Prerequisites: BME 366 or equivalent course in transport phenomena (including momentum and mass transfer).
Credit 3 units. EN: TU

E62 BME 528 Translational Regenerative Medicine

This course provides students with an opportunity to connect basic research with applications in translation for several tissues/disease models. Course sessions will alternate between literature on basic mechanisms of development/stem cell biology and applications led by researchers or clinicians working in each area. Areas of focus will include cardiovascular development/congenital heart disease and arrhythmia, lung, endocrinology/diabetes, gut/intestinal disorders, musculoskeletal, neural (peripheral and brain), liver, hematology and eye. Emphasis on how discovery can be translated will be a major focus of the course. Students will be expected to review and present on primary literature in the field. Graduate standing is required. Prerequisites: graduate standing Engineering or DBBS.
Credit 3 units.

E62 BME 530A Molecular Cell Biology for Engineers

This course is designed for upper-level undergraduates and first-year graduate students with a background in engineering. It covers the biology of cells of higher organisms: protein structure and function; cellular membranes and organelles; cell growth and oncogenic transformation; cellular transport, receptors, and

cell signaling; and the cytoskeleton, the extracellular matrix, and cell movement. Emphasis will be placed on examples relevant to biomedical engineering. In addition to lecture material, a focus will be placed on understanding the experimental techniques used in cell biology and the critical analysis of primary literature. Note that this course does not count for engineering topics credits and that it is meant to fulfill a life science requirement for engineering or physical sciences graduate students. Prerequisites: Biol 2960 and Biol 2970 or graduate standing.
Credit 3 units.

E62 BME 532 Physics of Biopolymers and Bioinspired Polymers

This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials, and advanced topics in phase transitions and molecular design. The material will be fast paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized. Prerequisites: BME 320B or equivalent and a first course in transport phenomena.
Same as E62 BME 432
Credit 3 units. EN: TU

E62 BME 533 Biomedical Signal Processing

This course is designed for graduate students with little or no background in biomedical signal processing, with an emphasis on time- and frequency-domain analyses of biomedical signals and their applications to a variety of real-world biomedical problems. Technical topics of this course include a review of linear signals and systems theory, biomedical system modeling, time-domain analysis, frequency transforms, frequency-domain analysis, linear filter design, signal truncation and sampling, discrete Fourier transform, and fast Fourier transform. Application topics include noise analysis of biomedical signals and frequency analysis and machine learning in biomedical image processing. Concepts learned in class will be applied using software tools to biomedical signals such as biological rhythms, EMG, ECG, EEG, and biomedical images. Prerequisites: graduate standing or consent of instructor.
Credit 3 units. EN: TU

E62 BME 537 Computational Molecular Biology

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.
Same as E81 CSE 587A
Credit 3 units. EN: BME T, TU

E62 BME 538 Cell Signal Transduction

This course will cover the elements of cell signal transduction important to human development, homeostasis and disease. Lectures will be combined with primary literature review to cover canonical signaling and current topics within the field. Spatial, time and dose-dependent aspects of signaling will be of particular focus. Topics include G protein-coupled receptors, receptor tyrosine kinases, adhesion signaling, the MAPK cascade, lipid signaling, the DNA damage response, and autocrine, paracrine and juxtacrine signaling. Prerequisite: BME 530A or BME 5068.

Credit 3 units.

E62 BME 542 Biomacromolecules Design and Engineering

Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering, protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lectures, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques. Prerequisite: Basic knowledge of genes and cloning.

Same as E62 BME 442

Credit 3 units. EN: TU

E62 BME 543 Molecular and Cellular Engineering

The ability to engineer biological function at the cellular level holds tremendous potential for both basic and applied science. This course aims to provide knowledge and practical proficiency in the methods available for measuring and controlling the molecular organization of eukaryotic cells. Topics to be covered include genome engineering using viral- and CRISPR-Cas systems; spatial and temporal control of proteins and their interactions; methods for characterizing and engineering post-translational modifications; and the relationship between cellular organization and function in migration, immune cell target recognition, and differentiation. Examples from recent scientific literature will provide the foundation for these topics.

Same as E62 BME 443

Credit 3 units. EN: TU

E62 BME 5430 Systems Analysis of Biological Signaling

This course covers biochemical and computational methods of cellular signaling pathway analysis. Topics include kinetics, differential equations, and sensitivity analysis, with emphasis on cellular and molecular vascular signaling in health and disease. Prerequisites: Biol 2960 and Math 217.

Credit 3 units. EN: TU

E62 BME 544 Biomedical Instrumentation

This course will include operational and instrumentation amplifiers for bioelectric event signal conditioning, interfacing and processing; instrumentation noise analysis and filter design; A/D converters and hardware and software principles as related to sampling, storing, processing, and display of biosignals; modeling, analysis, and operation of transducers, sensors, and electrodes, for physiological and imaging systems; and an

introduction to ultrasound, X-ray, and optical imaging systems. In addition, students will be involved in three projects of designing and building instrumentation amplifier and filter systems, ultrasound systems, and optical systems. Prerequisites: BME 301A and BME 301B.

Same as E62 BME 444

Credit 3 units. EN: TU

E62 BME 550 Numerical Methods for Computational Modeling in Biomedicine

Advanced computational methods are required for the creation of biological models. Students will be introduced to the process of model development from beginning to end, which includes model formulation, how to solve and parameterize equations, and how to evaluate model success. To illustrate the potential of these methods, participants will systematically build a model to simulate a "real-life" biological system that is applicable to their research or interest. A mechanistic appreciation of the methods will be gained by programming the methods in a low-level language (C++) in a Linux environment. While extensive programming knowledge is not required, participants are likely to find that some programming background will be helpful. Students enrolled in the 550 graduate class will be required to complete a final project that incorporates the methods taught in class.

Prerequisites: E81 131.

Same as E62 BME 450

Credit 3 units. EN: TU

E62 BME 5501 Translational Neuroengineering

This course focuses on the design of bioelectric devices for use in clinical patients. Neural stimulators (e.g., deep brain, vagal) will be the basis for a case-study approach to designing and developing new bioelectrical medical devices. This project-based course will introduce the student to the use of finite element solvers to design novel stimulators. In addition to the engineering design aspects, issues such as product liability, FDA approval, and so on will be discussed.

Credit 3 units. EN: TU

E62 BME 5565 Mechanobiology of Cells and Matrices

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular, cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed.

Prerequisite: graduate standing or permission of the instructor.

Same as E37 MEMS 5565

Credit 3 units. EN: TU

E62 BME 559 Intermediate Biomechanics

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle

activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor.

Credit 3 units. EN: TU

E62 BME 562 Mechanics of Growth and Development

This course applies the fundamental principles of solid mechanics to problems involving growth, remodeling and morphogenesis of cells, tissues and organs. Introduction to developmental biology, nonlinear elasticity, viscoelasticity and active contraction. Particular topics include cellular morphogenetic mechanisms, growth and development of the cardiovascular system, and adaptive remodeling of bone. Prerequisites: BME 240 or MEMS 241 or equivalent.

Credit 3 units. EN: TU

E62 BME 564 Orthopaedic Biomechanics — Cartilage/ Tendon

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisite: BME 240 or equivalent. *Note:* BME 590Z (BME 463/563) Orthopaedic Biomechanics — Bones and Joints is *not* a prerequisite.

Same as E37 MEMS 5564

Credit 3 units. EN: TU

E62 BME 5642 Human-Machine Interfaces

This course will provide an overview of neurorehabilitation technologies for individuals with neuromotor disorders. Topics will include the neurophysiology of human motor and sensory systems, motor control and adaptation, and neuroplasticity in the damaged brain and spinal cord. Human-machine interface systems including prostheses, orthoses and exoskeletons, wheelchairs, neuroprosthetics, brain-machine interfaces, and wearable robots will be discussed with an emphasis on their clinical applications for restoration of motor and sensory functions. Lecture material and assignments will draw from current scientific literature and research. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: BME 301 Quantitative Physiology I or equivalent introductory physiology course preferred.

Same as E62 BME 4642

Credit 3 units. EN: BME T, TU

E62 BME 565 Biosolid Mechanics

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.

Same as E62 BME 465

Credit 3 units. EN: TU

E62 BME 569 Cardiac Electrophysiology

This course is an introduction to cardiac electrophysiology with an emphasis on arrhythmia mechanisms, experimental methods, and clinical applications. Topics will include modeling of cardiac arrhythmias, mapping of cardiac electric activity, pacemakers and defibrillators, and ablation of cardiac tissue.

Same as E62 BME 469

Credit 3 units. EN: TU

E62 BME 570 Mathematics of Imaging Science

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.

Credit 3 units.

E62 BME 572 Biological Neural Computation

This course considers the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include Hodgkin-Huxley equations; phase-plane analysis; reduction of Hodgkin-Huxley equations; models of neural circuits; plasticity and learning; and pattern recognition and machine learning algorithms for analyzing neural data. *Note:* Graduate students in psychology or neuroscience who are in the Cognitive, Computational and Systems Neuroscience curriculum pathway may register in Biol 5657 for 3 credits. For non-BME majors, conceptual understanding, and selection/application of right neural data analysis technique are stressed. Hence homework assignments/examinations for the two sections are different, however all students are required to participate in a semester-long independent project as part of the course. Prerequisites: calculus, differential equations, basic probability and linear algebra. Undergraduates need permission of the instructor. Biol 5657 prerequisites: permission from the instructor.

Credit 3 units. EN: TU

E62 BME 574 Quantitative Bioelectricity and Cardiac Excitation

Action potential generation, action potential propagation, source-field relationships in homogeneous and inhomogeneous media, models of cardiac excitation and arrhythmia, quantitative electrocardiography. Prerequisites: differential equations, Laplace transform, electromagnetic field theory (undergraduate level).

Credit 3 units. EN: TU

E62 BME 575 Molecular Basis of Bioelectrical Excitation

Ion channels are the molecular basis of membrane excitability in all cell types, including neuronal, heart and muscle cells. This course presents the structure and the mechanism of function of ion channels at the molecular level. It introduces the basic principles and methods in the ion channel study as well as the structure-function relation of various types of channels. Exemplary channels that have been best studied are discussed to illustrate the current understanding. Prerequisites: knowledge of differential equations, electrical circuits and chemical kinetics. Credit 3 units. EN: TU

E62 BME 5771 Biomedical Product Development

Advances in science and technology have opened the health care field to innovation now more than any other time in history. Engineers and inventors can make real and rapid improvements to patient treatments, length of hospital stay, procedure time, cost containment, and accessibility to treatment. However, a successful transition from idea to implementation requires careful market analysis and strategy planning. This course will address the steps in this process, including personal and team strength assessment, medical need validation, brainstorming initial solutions, market analysis, solution evaluation, regulatory, patent and intellectual property concerns, manufacturability, risk assessment and mitigation, and global considerations. Students will be expected to review resource material prior to coming to class in order to facilitate active class discussion and team-based application of the material during class; regular attendance will be key to course success. The course will focus on applying product development techniques to several real unmet medical needs; students will thus perform analysis and create reports and presentations for several different product solutions. Peer and faculty evaluations will provide feedback to improve individual technique. In addition, throughout the semester, local biomedical entrepreneurs will visit to share their expertise and experiences. Prerequisites: graduate or professional student standing or permission of the instructor. Credit 3 units.

E62 BME 5772 Biomedical Business Development

For medical innovators, a successful translation from product to market will require careful strategy and an understanding of the steps needed to form and fund a biotech business, either as a new startup or as an extension of the product line of an existing company. This course will address the steps in this process, including intellectual property concerns, R&D, clinical strategy, regulatory issues, quality management, reimbursement, marketing strategy, sales and distribution, operating plans, and approaches to funding. Prerequisites: graduate or professional student standing or permission of the instructor. Credit 3 units.

E62 BME 579 Biofabrication & Medical Devices

This course will cover materials design and modern manufacturing methods for biofabricated tissues and medical devices (with a particular emphasis on bioelectronic devices). Topics will include additive manufacturing and their materials requirements along with how these methods have evolved to use biomaterials and cells, such as bioprinting. State-of-the-art in vitro and implantable devices for diagnostic and therapeutic purposes will be discussed with emphasis on how their properties have advanced from developments in materials and manufacturing. Lecture material and assignments will draw from both current market devices and the clinical standard-of-

care as well as ongoing research and recent scientific literature. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: E62 BME 523 or equivalent biomaterials introductory course Same as E62 BME 479 Credit 3 units. EN: TU

E62 BME 5799 Independent Study for Candidates in the Master of Engineering Program

Independent investigation on a topic of special interest. The student and mentor must justify the requested number of units. The MEng program director must approve the requested number of units. Credit variable, maximum 6 units.

E62 BME 5820 Fundamentals and Applications of Modern Optical Imaging

Analysis, design, and application of modern optical imaging systems, with emphasis on biological imaging. The first part of the course will focus on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity, frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). The second part of the course will compare modern quantitative imaging technologies, including but not limited to digital holography, computational imaging, and super-resolution microscopy. Students will evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 or their equivalents; ESE 330 or Physics 421 or equivalent. Same as E35 ESE 582 Credit 3 units. EN: TU

E62 BME 589 Biological Imaging Technology

This class develops a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section examines how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure and function, image formation methods and diffraction limited imaging. The math section examines image decomposition using basis functions (e.g., Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multidimensional imaging datasets, multivariate regression and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology are critiqued. Same as E35 ESE 589 Credit 3 units. EN: TU

E62 BME 5901 Integrative Cardiac Electrophysiology

Quantitative electrophysiology of the heart, integrating from the molecular level (ion channels, regulatory pathways, cell signaling) to the cardiac cell (action potential and calcium transient), multicellular tissue (cell-cell communication) and the whole heart. Prerequisite: permission of instructor.

Credit 3 units. EN: BME T, TU

E62 BME 5902 Cellular Neurophysiology

This course will examine the biophysical concepts of synaptic function, with a focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, and models of synaptic disease states such as Parkinson's and Alzheimer's diseases. In addition, a set of lectures will be devoted to modern electrophysiological and imaging techniques as well as modeling approaches to study synapses and neural circuits. Prerequisite: senior or graduate standing.

Credit 3 units. EN: TU

E62 BME 591 Biomedical Optics I: Principles

This course covers the principles of optical photon transport in biological tissue. This course covers the principles and applications of optical photon transport in biological tissue. Topics include a brief introduction to biomedical optics, single-scatterer theories, Monte Carlo modeling of photon transport, convolution for broad-beam responses, radiative transfer equation, diffusion theory and applications, sensing of optical properties and spectroscopy, and photoacoustic imaging principles and applications. Prerequisite: Familiarity with differential equations and partial differential equations.

Credit 3 units. EN: TU

E62 BME 5911 Cardiovascular Biophysics Journal Club

This journal club is intended for beginning graduate students, advanced undergraduates and MSTP students with a background in the quantitative sciences (engineering, physics, math, chemistry, etc.). The subjects covered are inherently multidisciplinary. We review landmark and recent publications in quantitative cardiovascular physiology, mathematical modeling of physiologic systems and related topics such as chaos theory and nonlinear dynamics of biological systems. Familiarity with calculus, differential equations and basic engineering/thermodynamic principles is assumed. Knowledge of anatomy/physiology is optional.

Credit 1 unit.

E62 BME 5913 Molecular Systems Biology: Computation & Measurements for Understanding Cell Physiology and Disease

Systems-level measurements of molecules in cells and tissues harbor the promise of identifying the ways in which tissues develop, maintain, age, and become diseased. This class will introduce the systems-level measurement techniques for capturing molecular information and the mathematical and computational methods for harnessing the information from these measurements to improve our understanding of cell physiology and disease. This is a practical class, which involves implementation of the concepts in MATLAB and will be applied to existing, real data from published journal articles. Molecular topics will include gene expression, microRNA, proteins, post-translational modifications, drugs, and splicing. Computational/mathematical topics covered will include statistical inference,

dimensionality reduction techniques, unsupervised and supervised machine learning, and graph-based techniques. Prerequisites: A working knowledge of molecular biology, linear algebra, and statistics is required.

Credit 3 units. EN: TU

E62 BME 592 Biomedical Optics II: Imaging

This course covers optical imaging technologies. Topics include ballistic imaging, optical coherence tomography, Mueller optical coherence tomography, diffuse optical tomography, photoacoustic tomography, and ultrasound-modulated optical tomography. Prerequisites: L24 Math 217; E62 BME 591

Credit 3 units. EN: BME T, TU

E62 BME 594 Ultrasound Imaging

Ultrasound imaging is the most widely used medical imaging modality in the world. This course offers an introduction to the medical ultrasound field. It exposes students to fundamental physical principles of ultrasound, ultrasound imaging, and ultrasound therapy. It will also introduce emerging ultrasound technologies in industry and clinics. Students will learn via lectures, homework, lab exercises, and a final project to gain knowledge, learn the ability to think critically, and develop problem-solving skills.

Same as E62 BME 494

Credit 3 units. EN: TU

E62 BME 595 Drug Delivery Systems: Principles and Applications

Drug delivery is a promising approach for transporting pharmaceutical treatments in the body to safely achieve the desired therapeutic effect, while reducing the undesired side effects. This course will introduce students to the fundamental concepts of drug pharmacokinetics and dynamics, the biological and physiochemical principles drug delivery systems are based on, and the advantages of such delivery systems. Additionally, we will introduce the design and development of advanced drug delivery platforms such as nano-carriers, cell/gene delivery systems, drug-polymer conjugates and their relevant clinical applications. Finally, we will be having guest speakers from the industry, the university, as well as the office of technology management for Interdisciplinary Innovation & Entrepreneurship.

Credit 3 units.

The Minor in Biomedical Data Science

The minor in Biomedical Data Science is designed to integrate data science principles — preparing, transforming, modeling, visualizing, validating, and communicating data — with the unique challenges and considerations of medicine and health care. The curriculum encompasses the following: (1) fundamental mathematics concepts such as linear algebra, probability, statistics, and computer modeling; (2) the specialized data science education necessary to practically approach the particular challenges of genomic data, sensor data, and health care data; and (3) the ethical considerations of privacy, equity, and access unique to medical data sharing and analysis.

A minor in Biomedical Data Science requires the completion of 18 units selected from the following courses. McKelvey Engineering students of all disciplines as well as students majoring in biology, physics, neuroscience, or other sciences are ideal candidates for this minor. All courses must be taken with a credit option to qualify for the minor.

Curriculum

Core Biomedical Engineering Courses (required; all must be completed):

Code	Title	Units
BME 231	Foundations of Biomedical Computing (Spring/Summer; No prerequisite; First offering SP22))	3
BME 401DS	Senior Capstone: Data Science (Spring; Prerequisite: BME 440; First offering SP23)	3
BME 440	Biomedical Data Science (Fall; Prerequisite: BME 231; First offering FL22))	3

Mathematics Course (students must complete one from the following list):

Code	Title	Units
ESE 318	Engineering Mathematics A (Fall/Spring; Prerequisites: Math 233 and Math 217 or equivalent)	3
Math 309	Matrix Algebra (Fall/Spring; Prerequisite: Math 131)	3
MEMS 201	Numerical Methods and Matrix Algebra (Spring; Prerequisite: Math 217)	3

Probability and Statistics Course (students must complete one from the following list):

Code	Title	Units
ESE 326	Probability and Statistics for Engineering (Fall/Spring; Prerequisite: Math 233 or equivalent)	3
Math 2200	Elementary Probability and Statistics (Fall/Spring; Prerequisite: Math 131)	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis (Fall/Spring; Prerequisite: Math 132)	3

Biomedical Engineering Upper Level Elective (students must complete one from the following list):

Code	Title	Units
BME 470	Mathematics of Imaging Science (Fall; Prerequisite: Consent of instructor)	3
BME 472	Biological Neural Computation (Spring; Prerequisite: Consent of instructor)	3
BME 519	Advanced Cognitive, Computational, and Systems Neuroscience (Spring; Prerequisite: Consent of instructor)	3
BME 533	Biomedical Signal Processing (Spring; Prerequisite: Consent of instructor)	3

Course lists here are current as of October 2021. Additional courses may be added to these lists as new courses are developed. Questions about the Biomedical Data Science minor can be addressed to Professor Patricia Widder (pwidder9876@wustl.edu).

Computer Science & Engineering

About Computer Science & Engineering

The field of computer science and engineering studies the design, analysis, implementation and application of computation and computer technology. Computing plays an important role in virtually all fields, including science, medicine, music, art, business, law and human communication; hence, the study of computer science and engineering can be interdisciplinary in nature. Whether a student's goal is to become a practitioner or to take a few courses to develop a basic understanding of computing for application to another field, the Department of Computer Science & Engineering at Washington University is committed to helping students gain the background they need.

People are attracted to the study of computing for a variety of reasons. Consequently, the department offers a wide variety of academic programs, including a five-course minor, a second major, five undergraduate degrees, combined undergraduate and graduate programs, and several undergraduate research opportunities. Each academic program can be tailored to a student's individual needs.

The breadth of computer science and engineering may be best understood in terms of the general areas of *applications*, *software systems*, *hardware* and *theory*.

Applications are the ways in which computer technology is applied to solve problems, often in other disciplines. Most applications courses provide background not only in the applications themselves but also in how the applications are designed and implemented. Examples of application areas include artificial intelligence, computer graphics, game design and computational biology.

Software systems are collections of interacting software components that work together to support the needs of computer applications. Courses in this area help students gain a solid understanding of how software systems are designed and implemented. During the process, students develop their own software systems. Examples include operating systems, which manage computational resources; network protocols, which are responsible for the delivery of information; programming languages, which support the construction of software systems and applications; and compilers, which translate computer programs into executable form.

Hardware is the term used to describe the physical and mechanical components of a computer system. Courses in this area provide background in logic circuits, which carry out basic computations; computer architecture, which defines the organization of functional components in a computer system; and peripheral devices such as disks, robot arms that are controlled by the computer system, and sensor systems that gather the information that computer systems use to interact with the physical world.

Theory is the study of the fundamental capabilities and limitations of computer systems. A knowledge of theory helps students choose among competing design alternatives on the basis of their relative efficiency and helps them to verify that their implementations are correct. Theory courses provide background in algorithms, which describe how a computation is to be carried out; data structures, which specify how information is to be organized within the computer; analytical techniques to characterize the time or space requirements of an algorithm or data structure; and verification techniques to prove that solutions are correct.

A well-rounded study of computing includes training in each of these areas. However, depending on a student's educational goals, the student may prefer to concentrate on certain areas for greater depth of knowledge. To help students balance their elective courses, most upper-level departmental courses are classified into one of the following categories: S for software systems, M for machines (hardware), T for theory, or A for applications. If a student's interests are concentrated in the first two areas, a computer engineering degree might be best. Students are encouraged to meet with a faculty advisor in the Department of Computer Science & Engineering to discuss their options and develop a plan consistent with their goals.

Undergraduate Programs

The Department of Computer Science & Engineering (CSE) offers an array of courses that can be taken as requirements or electives for any of the undergraduate degree programs. We offer a Bachelor of Science in Computer Science (BSCS), a Bachelor of Science in Computer Engineering (BSCoE), a Bachelor of Science in Business and Computer Science (CS+Business), a Bachelor of Science in Computer Science + Mathematics (CS+Math), a Bachelor of Science in Computer

Science + Economics (CS+Econ), and a Second Major in Computer Science. In addition to these six programs, CSE offers a pre-medical option and combined undergraduate/graduate programs. As a part of our program, each student is assigned an advisor who can help to design an individualized program, monitor a student's progress, and consult about curriculum and career options. Additional information can be found on our CSE website (<http://cse.wustl.edu/>), or any of the CSE faculty (<https://cse.wustl.edu/faculty/Pages/default.aspx>) can offer further guidance and information about our programs.

BSCS: The computer science (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-science.aspx>) major is designed for students planning a career in computing.

BSCoE: The computer engineering (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-engineering.aspx>) major encompasses studies of hardware, software and systems issues that arise in the design, development and application of computer systems.

CS+Business: This joint major (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-business-computer-science.aspx>) provides students with the fundamental knowledge and perspectives of computer science and business and of the unique opportunities created by combining them.

CS+Econ: This applied science major (p. 1214) allows students interested in both economics and computer science to combine these two complementary disciplines efficiently.

CS+Math: This applied science major (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-science-math.aspx>) efficiently captures the intersection of the complementary studies of computer science and math.

Second Major in Computer Science: The second major (<https://cse.wustl.edu/undergraduate/programs/Pages/second-major.aspx>) provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts.

Pre-Medical Option within Computer Science: Students may pursue a pre-medicine curriculum in conjunction with either the BS degree or the second major in computer science programs. Students interested in the pre-medical option should refer to the McKelvey School of Engineering (p. 1178) *Bulletin* page for details.

Combined Undergraduate and Graduate Study

The Department of Computer Science & Engineering offers in-depth graduate study in many areas. Students entering the graduate programs require a background in computer science fundamentals. Washington University undergraduates seeking admission to the graduate degree program to obtain a master's degree in computer science or computer engineering do not need to take the Graduate Record Examination (GRE). For more information, contact the department office by email at admissions@cse.wustl.edu or by phone at 314-935-6132.

The Joint Bachelor's/Master's Program

This five-year program that leads to both the bachelor's and master's degrees offers the student an excellent opportunity to combine undergraduate and graduate studies in an integrated curriculum. The combination of the two programs extends the flexibility of the undergraduate curriculum to more advanced studies, thereby enabling students to plan their entire spectrum of computing studies in a more comprehensive educational framework. Consistent with the general requirements (p. 1291) defined by the McKelvey School of Engineering, a minimum of 144 units is required for completion of the bachelor's/master's program. Provided that the 144-unit requirement is satisfied, up to 6 units of course work acceptable for the master's degree can be counted toward both the bachelor's and master's requirements. Students in the bachelor's/master's program can take advantage of the program's flexibility by taking graduate courses toward the graduate degree while still completing the undergraduate degree requirements.

The bachelor's/master's program offers early admission to the graduate programs in computer science and computer engineering and allows a student to complete the master's degree, typically in only one additional year of study (instead of the usual three semesters). Undergraduate financial support is not extended for the additional semesters to complete the master's degree requirements; however, scholarship support based on the student's cumulative grade-point average, calculated at the end of the junior year, will be awarded automatically during the student's final year of study. Students are classified as graduate students during their final year of study, and their tuition charges are at the graduate student rate. For information about scholarship amounts, please visit the Bachelor's/Master's Program in Engineering webpage (<https://engineering.wustl.edu/academics/graduate-admissions/bachelors-masters.html>).

If students plan to apply to this program, it is recommended that they complete at least an undergraduate minor in computer science, three additional computer science courses at the 400 level, and one additional course at the 500 level during their first four years. Applicants should apply during their final undergraduate year to the semester their graduate studies will

begin. Applications will open on July 1. Students are encouraged to apply to this program by October 1 of the first semester of their senior year, and a minimum GPA of 3.0 is required of all applicants. Bachelor's/master's applications will be accepted until the last day of classes the semester prior to the student beginning the graduate program.

BS/MBA Program

The growing importance of computer-based information systems in the business environment has produced a sustained high demand for graduates with master's degrees in business administration and undergraduate majors in computer science and engineering.

Students should apply to this joint program by February 1 of their junior year. The application for admission to Olin Business School (p. 1125) is available through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and a personal interview.

Undergraduate Courses

Course requirements for the minor and majors may be fulfilled by CSE 131 Introduction to Computer Science, CSE 132 Introduction to Computer Engineering, CSE 240 Logic and Discrete Mathematics, CSE 247 Data Structures and Algorithms, CSE 347 Analysis of Algorithms, and CSE courses with a letter suffix in any of the following categories: software systems (S), hardware (M), theory (T) and applications (A). In addition, with approval of the instructor, up to 6 units of CSE 400E Independent Study can be used toward the CSE electives of any CSE degree. Other CSE courses provide credit toward graduation but not toward the CSE elective requirements for the second major or the BSCS, BSCoE, CS+Math or CS +Business degrees. Undergraduates are encouraged to consider 500-level courses. If a student is interested in taking a course but is not sure if they have the needed prerequisites, the student should contact the instructor.

Broadening Experiences

If a student wants to become involved in computer science or computer engineering research or to gain experience in industry while they are an undergraduate, there are many opportunities to do so. A few of these are listed below.

Co-op: The Cooperative Education Program allows a student to get valuable experience working in industry while an undergraduate. A co-op experience can give students another perspective on their education and may lead to full-time employment. Numerous companies participate in this program. More information is available from the Engineering Co-op and Internship Program (<https://careercenter.wustl.edu/items/engineering-co-op-program/>) that is part of the Career Center in the Danforth University Center, Suite 110.

Research: Participating in undergraduate research (<https://cse.wustl.edu/academics/undergraduate/undergraduate-research.html>) is a great way to learn more about a specific area. Research projects are available either for pay or for credit through CSE 400E Independent Study.

Study Abroad: Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities will help students become global citizens who are better able to address current issues.

The study of computer science and engineering is especially well suited and popular for study abroad. Students from our department routinely study abroad in Europe, the United Kingdom, Australia, Israel and many other places. Our department works closely with students to identify courses suitable for computer science credit.

For more information about these programs, please visit the McKelvey School of Engineering website (<https://engineering.wustl.edu/academics/study-abroad.html>).

Research Opportunities

The Department of Computer Science & Engineering actively promotes a culture of strong undergraduate participation in research. Many undergraduates work in research labs with state-of-the-art equipment that provides them the opportunity to take part in computer science and computer engineering research. Sensor networks, high-speed routers, specialized FPGA hardware, wireless devices, RF tags, digital cameras, robots, large displays and multiprocessors are just a few of the hardware devices undergraduates often use in their projects. Opportunities for exploring modern software development techniques and specialized software systems further enrich the range of research options and help undergraduates sharpen their design and programming skills.

Advanced Placement/Proficiency

Students receiving a 4 or 5 on the AP Computer Science A exam are awarded credit for CSE 131 Introduction to Computer Science. Any student can take the CSE 131 proficiency exam, and a suitable score will waive CSE 131 as a requirement.

Upon request, the computer science department will evaluate a student for proficiency for any of our introductory courses. If a student is determined to be proficient in a given course, that course will be waived (without awarding credit) in the student's degree requirements, and the student will be offered guidance in selecting a more advanced course. Questions should be directed to the associate chair at associatechair@cse.wustl.edu.

Phone: 314-935-6160

Website: <https://cse.wustl.edu/academics/undergraduate/index.html>

Faculty

Chair

Roch Guérin (<https://engineering.wustl.edu/faculty/Roch-Guerin.html>)

Harold B. and Adelaide G. Welge Professor of Computer Science

PhD, California Institute of Technology

Computer networks and communication systems

Professors

Sanjoy Baruah (<https://engineering.wustl.edu/faculty/Sanjoy-Baruah.html>)

PhD, University of Texas at Austin

Real-time and safety-critical system design, cyber-physical systems, scheduling theory, resource allocation and sharing in distributed computing environments

Aaron Bobick (<https://engineering.wustl.edu/faculty/Aaron-Bobick.html>)

James M. McKelvey Professor and Dean

PhD, Massachusetts Institute of Technology

Computer vision, graphics, human-robot collaboration

Michael R. Brent (<https://engineering.wustl.edu/faculty/Michael-Brent.html>)

Henry Edwin Sever Professor of Engineering

PhD, Massachusetts Institute of Technology

Systems biology, computational and experimental genomics, mathematical modeling, algorithms for computational biology, bioinformatics

Jeremy Buhler (<https://engineering.wustl.edu/faculty/Jeremy-Buhler.html>)

PhD, Washington University

Computational biology, genomics, algorithms for comparing and annotating large biosequences

Roger D. Chamberlain (<https://engineering.wustl.edu/faculty/Roger-Chamberlain.html>)

DSc, Washington University

Computer engineering, parallel computation, computer architecture, multiprocessor systems

Yixin Chen (<https://engineering.wustl.edu/faculty/Yixin-Chen.html>)

PhD, University of Illinois at Urbana-Champaign

Mathematical optimization, artificial intelligence, planning and scheduling, data mining, learning data warehousing, operations research, data security

Patrick Crowley (<https://engineering.wustl.edu/faculty/Patrick-Crowley.html>)

PhD, University of Washington

Computer and network systems, network security

Ron K. Cytron (<https://engineering.wustl.edu/faculty/Ron-Cytron.html>)

PhD, University of Illinois at Urbana-Champaign
Programming languages, middleware, real-time systems

Christopher D. Gill (<https://engineering.wustl.edu/faculty/Christopher-Gill.html>)

DSc, Washington University
Parallel and distributed real-time embedded systems, cyber-physical systems, concurrency platforms and middleware, formal models and analysis of concurrency and timing

Raj Jain (<https://engineering.wustl.edu/faculty/Raj-Jain.html>)

Barbara J. & Jerome R. Cox Jr. Professor of Computer Science
PhD, Harvard University
Network security, blockchains, medical systems security, industrial systems security, wireless networks, unmanned aircraft systems, internet of things, telecommunications networks, traffic management

Tao Ju (<https://engineering.wustl.edu/faculty/Tao-Ju.html>)

PhD, Rice University
Computer graphics, visualization, mesh processing, medical imaging and modeling

Chenyang Lu (<https://engineering.wustl.edu/faculty/Chenyang-Lu.html>)

Fullgraf Professor in the Department of Computer Science & Engineering
PhD, University of Virginia
Internet of things, real-time, embedded, and cyber-physical systems, cloud and edge computing, wireless sensor networks

Neal Patwari (<https://engineering.wustl.edu/faculty/Neal-Patwari.html>)

PhD, University of Michigan
Application of statistical signal processing to wireless networks, and radio frequency signals

Weixiong Zhang

PhD, University of California, Los Angeles
Computational biology, genomics, machine learning and data mining, and combinatorial optimization

Associate Professors

Kunal Agrawal (<https://engineering.wustl.edu/faculty/Kunal-Agrawal.html>)

PhD, Massachusetts Institute of Technology
Parallel computing, cyber-physical systems and sensing, theoretical computer science

Roman Garnett (<https://engineering.wustl.edu/faculty/Roman-Garnett.html>)

PhD, University of Oxford
Active learning (especially with atypical objectives), Bayesian optimization, and Bayesian nonparametric analysis

Brendan Juba (<https://engineering.wustl.edu/faculty/Brendan-Juba.html>)

PhD, Massachusetts Institute of Technology
Theoretical approaches to artificial intelligence founded on computational complexity theory and theoretical computer science more broadly construed

Caitlin Kelleher (<https://engineering.wustl.edu/faculty/Caitlin-Kelleher.html>)

Hugo F. & Ina Champ Urbauer Career Development Associate Professor
PhD, Carnegie Mellon University
Human-computer interaction, programming environments, and learning environments

I-Ting Angelina Lee

PhD, Massachusetts Institute of Technology
Designing linguistics for parallel programming, developing runtime system support for multi-threaded software, and building novel mechanisms in operating systems and hardware to efficiently support parallel abstractions

William D. Richard (<https://engineering.wustl.edu/faculty/William-Richard.html>)

PhD, University of Missouri-Rolla
Ultrasonic imaging, medical instrumentation, computer engineering

Yevgeniy Vorobeychik (<https://engineering.wustl.edu/faculty/Yevgeniy-Vorobeychik.html>)

PhD, University of Michigan
Artificial intelligence, machine learning, computational economics, security and privacy, multi-agent systems

William Yeoh (<https://engineering.wustl.edu/faculty/William-Yeoh.html>)

PhD, University of Southern California
Artificial intelligence, multi-agent systems, distributed constraint optimization, planning and scheduling

Assistant Professors

Ayan Chakrabarti

PhD, Harvard University
Computer vision computational photography, machine learning

Chien-Ju Ho (<https://engineering.wustl.edu/faculty/Chien-Ju-Ho.html>)

PhD, University of California, Los Angeles
Design and analysis of human-in-the-loop systems, with techniques from machine learning, algorithmic economics, and online behavioral social science

Ulugbek Kamilov (<https://engineering.wustl.edu/faculty/Ulugbek-Kamilov.html>)

PhD, École Polytechnique Fédérale de Lausanne, Switzerland
Computational imaging, image and signal processing, machine learning and optimization

Alvitta Ottley (<https://engineering.wustl.edu/faculty/Alvitta-Ottley.html>)

PhD, Tufts University
Designing personalized and adaptive visualization systems, including information visualization, human-computer interaction, visual analytics, individual differences, personality, user modeling and adaptive interfaces

Netanel Raviv (<https://engineering.wustl.edu/faculty/Netanel-Raviv.html>)

PhD, Technion, Haifa, Israel
Mathematical tools for computation, privacy and machine learning

Ning Zhang (<https://engineering.wustl.edu/faculty/Ning-Zhang.html>)

PhD, Virginia Polytechnic Institute and State University
System security, software security

Teaching Professor

Bill Siever

PhD, Missouri University of Science and Technology
Computer architecture, organization, and embedded systems

Todd Sproull (<https://engineering.wustl.edu/faculty/Todd-Sproull.html>)

PhD, Washington University
Computer networking and mobile application development

Professor of the Practice

Dennis Cosgrove (<https://engineering.wustl.edu/faculty/Dennis-Cosgrove.html>)

BS, University of Virginia
Programming environments and parallel programming

Senior Lecturers

Steve Cole

PhD, Washington University in St. Louis
Parallel computing, accelerating streaming applications on GPUs

Marion Neumann (<https://engineering.wustl.edu/faculty/Marion-Neumann.html>)

PhD, University of Bonn, Germany
Machine learning with graphs; solving problems in agriculture and robotics

Jonathan Shidal (<https://engineering.wustl.edu/faculty/Jonathan-Shidal.html>)

PhD, Washington University
Computer architecture and memory management

Douglas Shook (<https://engineering.wustl.edu/faculty/Doug-Shook.html>)

MS, Washington University
Imaging sensor design, compiler design and optimization

Lecturers

Hila Ben Abraham

PhD, Washington University in St. Louis
Parallel computing, accelerating streaming applications on GPUs, computer and network security, and malware analysis

Brian Garnett (<https://engineering.wustl.edu/faculty/Brian-Garnett.html>)

PhD, Rutgers University
Discrete mathematics and probability, generally motivated by theoretical computer science

James Orr (<https://engineering.wustl.edu/faculty/James-Orr.html>)

PhD, Washington University
Real-time systems theory and implementation, cyber-physical systems, and operating systems

Senior Professor

Jonathan S. Turner (<https://engineering.wustl.edu/faculty/Jon-Turner.html>)

PhD, Northwestern University
Design and analysis of internet routers and switching systems, networking and communications, algorithms

Senior Faculty Emeritus

Jerome R. Cox Jr.

ScD, Massachusetts Institute of Technology
Computer system design, computer networking, biomedical computing

Professors Emeriti

Takayuki D. Kimura

PhD, University of Pennsylvania
Communication and computation, visual programming

Seymour V. Pollack

MS, Brooklyn Polytechnic Institute
Intellectual property, information systems

Majors

Please visit the following pages for information about computer science and engineering majors:

- Bachelor of Science in Computer Engineering (p. 1213)
- Bachelor of Science in Computer Science (p. 1214)
- Bachelor of Science in Computer Science + Economics (p. 1214)
- Bachelor of Science in Computer Science + Mathematics (p. 1216)
- Bachelor of Science in Data Science (p. 1217)

- Bachelor of Science in Business and Computer Science (p. 1219)
- Second Major in Computer Science (p. 1222)
- Second Major in Computer Science + Mathematics
- Second Major in Data Science

Minors

Please visit the following pages for information about computer science and engineering minors:

- Minor in Computer Science (p. 1225)
- Minor in Bioinformatics (p. 1226)
- Minor in Human-Computer Interaction (p. 1226)

Courses

Visit online course listings to view semester offerings for E81 CSE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E81&crslvl=1.5>).

Prerequisites are advisory in our course listings, but students are cautioned against taking a course without the necessary background. Note that if one course mentions another as its prerequisite, the prerequisites of the latter course are implied to be prerequisites of the former course as well. Students in doubt of possessing the necessary background for a course should correspond with the course's instructor.

E81 CSE 100A Computer Science Department Seminar

This seminar will host faculty, alumni, and professionals to discuss topics related to the study and practice of computer science. Attendance is mandatory to receive a passing grade.

E81 CSE 107 Data Science Playground

Data science plays an increasingly important role in research, industry, and government. Researchers seek to understand behavior and mechanisms, companies seek to increase profits, and government agencies make policies intended to improve society. While we are awash in an abundance of data, making sense of data is not always straightforward. At its core, students of data science learn techniques for analyzing, visualizing, and understanding data. However, students must also cultivate curiosity about data, including the data's provenance, ethical considerations such as bias, and skepticism concerning correlation and causality. In the beginning, students investigate a curated collection of data sets, asking questions they find interesting and exploring data using a popular platform for such studies. Thereafter, researchers on campus present their work in the context of data science, challenging students to explore data in the domain of their research areas. Throughout the course, students present their findings in their group and to the class. This course is offered in an active-learning setting in which students work in small teams. The course has no prerequisites, and programming experience is neither expected nor required. All credit for this pass/fail course is based on work performed in the scheduled class time.

Credit 1 unit.

E81 CSE 131 Introduction to Computer Science

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation and object-oriented programming. Recursion, iteration and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning and organization promote success. This course assumes no prior experience with programming.

Credit 3 units. BU: SCI EN: TU

E81 CSE 131R Seminar: Computer Science I

A seminar and discussion session that complements the material studied in CSE 131. Provides background and breadth for the disciplines of computer science and computer engineering. Features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering. Pass/Fail only.

Credit 1 unit.

E81 CSE 132 Introduction to Computer Engineering

This course introduces students to fundamental concepts in the basic operation of computers, ranging from desktops and servers to microcontrollers and handheld devices. Subjects include digital and analog input/output, sensing the physical world, information representation, basic computer architecture and machine language, time-critical computation, machine-to-machine communication and protocol design. Students will use both desktop systems and handheld microcontrollers for laboratory experiments. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisite: CSE 131.

Credit 3 units. BU: SCI EN: TU

E81 CSE 132R Seminar: Computer Science II

This course is a seminar and discussion session that complements the material studied in CSE 132. It provides background and breadth for the disciplines of computer science and computer engineering, and it features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering.

Credit 1 unit.

E81 CSE 204A Web Development

This course explores elementary principles for designing, creating, and publishing effective websites and web application front-ends. Topics include page layout concepts, design principles, HTML, CSS, JavaScript, front-end frameworks like Angular and React, and other development tools. Students apply the topics by creating a series of websites that are judged based on their design and implementation. Prerequisite: CSE 131 or equivalent experience.

Credit 3 units. BU: SCI EN: TU

E81 CSE 217A Introduction to Data Science

This course provides an introduction to data science and machine learning, and it focuses on the practical application of models to real-world supervised and unsupervised learning problems. We will discuss methods for linear regression, classification, and clustering and apply them to perform sentiment analysis, implement a recommendation system, and perform image classification or gesture recognition. One of the main objectives of the course is to become familiar with the data science workflow, from posing a problem to understanding and preparing the data, training and evaluating a model, and then presenting and interpreting the results. We will also touch on concepts such as similarity-based learning, feature engineering, data manipulation, and visualization. The course uses Python, which is currently the most popular programming language for data science. This course does not teach programming in Python. Prerequisites: CSE 131, MATH 233, and CSE 247 (can be taken concurrently).

Credit 3 units. EN: TU

E81 CSE 222S Internet of Things

With the advent of the Internet of Things, we can address, control, and interconnect formerly isolated objects to create new and interesting applications. In this course we study fundamental technologies behind Internet-of-Things devices, and Accessories, which include smart watches, health monitors, toys, and appliances. In addition to learning about IoT, students gain hands-on experience developing multi-platform solutions that control and communicate with Things using via mobile device friendly interfaces. Students apply their knowledge and skill to develop a project of their choosing using topics from the course. Prerequisite: CSE 132.

Credit 3 units. EN: TU

E81 CSE 231S Introduction to Parallel and Concurrent Programming

This course explores concepts, techniques, and design approaches for parallel and concurrent programming. We study how to write programs that make use of multiple processors for responsiveness and that share resources reliably and fairly. Parallel programming concepts include task-level, functional, and loop-level parallelism. Concurrent programming concepts include threads, synchronization, and locks. We cover how to adapt algorithms to achieve determinism and avoid data races and deadlock. Concepts and skills are acquired through the design and implementation of software projects. Prerequisite: CSE 131.

Credit 3 units. EN: TU

E81 CSE 232 Programming Skills Workshop

This course provides an overview of practical implementation skills. Topics include compilation and linking, memory management, pointers and references, using code libraries, testing and debugging. Prerequisite: CSE 247.

Credit 1 unit.

E81 CSE 237S Programming Tools and Techniques

This course offers an introduction to the tools and techniques that allow programmers to write code effectively. Tools covered include version control, the command line, debuggers, compilers, unit testing, IDEs, bug trackers, and more. The course also

places a heavy emphasis on code quality: how can we write code that is functional and that also meets quality standards? Peer review exercises will be used to show the importance of code craftsmanship. Prerequisite: CSE 131.

Credit 3 units. EN: TU

E81 CSE 240 Logic and Discrete Mathematics

Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, proof techniques, probability and computational models are covered. Topics typically include propositional and predicate logic; sets, relations, functions and graphs; proof by contradiction, induction and recursion; finite state machines and regular languages; and introduction to discrete probability, expected value and variance. Prerequisite: CSE 131 [COMMON EXAMS ON XXX] Note that this course will be held in-person.

Credit 3 units. EN: TU

E81 CSE 247 Data Structures and Algorithms

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Online textbook purchase required. Prerequisite: CSE 131/501N, and fluency with summations, derivatives, and proofs by induction.

Credit 3 units. EN: TU

E81 CSE 247R Seminar: Data Structures and Algorithms

The content of this seminar will vary by semester, but it will generally complement the material taught in CSE 247 Data Structures and Algorithms. Corequisite: CSE 247.

Credit 1 unit. EN: TU

E81 CSE 256A Introduction to Human-Centered Design

This course provides an introduction to human-centered design through a series of small user interface development projects covering usability topics such as efficiency vs. learnability, walk up and use systems, the habit loop, and information foraging. Projects will begin with reviewing a relevant model of human behavior. Each project will then provide an opportunity to explore how to apply that model in the design of a new user interface.

Prerequisite: CSE 131.

Credit 3 units. EN: TU

E81 CSE 260M Introduction to Digital Logic and Computer Design

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisites: CSE 131.

Credit 3 units. EN: TU

E81 CSE 311A Introduction to Intelligent Agents Using Science Fiction

The course uses science-fiction short stories, TV episodes, and movies to motivate and introduce fundamental principles and techniques in intelligent agent systems. Topics covered may include game theory, decision theory, machine learning, distributed algorithms, and ethics. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 314A Data Manipulation and Management

As the base of data science, data needs to be acquired, integrated and preprocessed. This important step in the data science workflow ensures both quantity and quality of data and improves the effectiveness of the following steps of data processing. Students will gain an understanding of concepts and approaches of data acquisition and governance including data shaping, information extraction, information integration, data reduction and compression, data transformation as well as data cleaning. The course will further highlight the ethical responsibility of protecting the integrity of data and proper use of data. Prerequisites: CSE 131, CSE 217A; Corequisite: CSE 247

Credit 3 units. EN: BME T, TU

E81 CSE 316A Social Network Analysis

This course looks at social networks and markets through the eyes of a computer scientist. We will look at questions including, "Why are acquaintances rather than friends more likely to get us job opportunities?" and, "Why do the rich get richer?" We begin by studying graph theory (allowing us to study the structure) and game theory (allowing us to study the interactions) of social networks and market behavior at the introductory level. Among other topics, we will study auctions, epidemics, and the structure of the internet (including web searches). This course examines the intersection of computer science, economics, sociology, and applied mathematics. Prerequisites: CSE 240 and CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 330S Rapid Prototype Development and Creative Programming

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a website from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ various web frameworks, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: after the formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131.

Credit 3 units. EN: BME T, TU

E81 CSE 332S Object-Oriented Software Development Laboratory

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 131 and CSE 247

Credit 3 units. EN: BME T, TU

E81 CSE 341T Parallel and Sequential Algorithms

The course aims to teach students how to design, analyze and implement parallel algorithms. The emphasis is on teaching fundamental principles and design techniques that easily transfer over to parallel programming. These techniques include divide and conquer, contraction, the greedy method, and so on.

Prerequisites: CSE 240, CSE 247, and Math 310.

Credit 3 units. EN: BME T, TU

E81 CSE 347 Analysis of Algorithms

This course introduces techniques for the mathematical analysis of algorithms, including randomized algorithms and non-worst-case analyses such as amortized and competitive analysis. It also introduces the standard paradigms of divide-and-conquer, greedy, and dynamic programming algorithms, as well as reductions, and it provides an introduction to the study of intractability and techniques to determine when good algorithms cannot be designed. Prerequisites: CSE 240 (or Math 310) and CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 347R Analysis of Algorithms Recitation

This course is the recitation component of CSE 347. Registration and attendance for 347R is mandatory for students enrolled in 347.

E81 CSE 359A Signals, Data and Equity

This course introduces the design of classification and estimation systems for equity -- that is, with the goal of reducing the inequities of racism, sexism, xenophobia, ableism, and other systems of oppression. Systems that change the allocation of resources among people can increase inequity due to their inputs, the systems themselves, or how the systems interact in the context in which they are deployed. This course presents background in power and oppression to help predict how new technological and societal systems might interact and when they might confront or reinforce existing power systems. Measurement theory -- the study of the mismatch between a system's intended measure and the data it actually uses -- is covered. Multiple examples of sensing and classification systems that operate on people (e.g., optical, audio, and text sensors) are covered by implementing algorithms and quantifying inequitable outputs. Prerequisite: ESE 105 or CSE 217A or CSE 417T.

Background readings will be available.

Same as E35 ESE 359

Credit 3 units. EN: BME T, TU

E81 CSE 361S Introduction to Systems Software

This course is an introduction to the hardware and software foundations of computer processing systems. The course provides a programmer's perspective of how computer systems execute programs and store information. The course material aims to enable students to become more effective programmers, especially when dealing with issues of performance, portability and robustness. It also serves as a foundation for other system courses (e.g., those involving compilers, networks, and operating systems), where a deeper understanding of systems-level issues is required. Topics covered include machine-level code and its generation by optimizing compilers, performance evaluation and optimization, computer arithmetic, memory organization and management, and supporting concurrent computation. Prerequisites: CSE 131 and CSE 132.

Credit 3 units. EN: BME T, TU

E81 CSE 362M Computer Architecture

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: processor architecture, instruction set architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.

Credit 3 units. EN: BME T, TU

E81 CSE 365S Elements of Computing Systems

All computers are made up of 0s and 1s. However, the conceptual gap between the 0s and 1s and the day-to-day operation of modern computers is enormously wide. This fast-paced course aims to bridge the divide by starting with simple logic gates and building up the levels of abstraction until one can create games like Tetris. There is no specific programming language requirement, but some experience with programming is needed. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 400 Independent Study

This course allows the student to investigate a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (<https://wustl.box.com/s/gp2mfz8r7q19rgsil5zfy5pz05b8tb/>) declaring the agreement must be filed in the departmental office. This course carries university credit, but it does not count toward a CSE major or minor. To arrange for CSE major or minor credit for independent study, a student must enroll in CSE 400E instead of CSE 400. Consult also CSE 400E.

Credit variable, maximum 6 units.

E81 CSE 400E Independent Study

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (<https://wustl.box.com/s/gp2mfz8r7q19rgsil5zfy5pz05b8tb/>) declaring the agreement must be filed in the departmental office. Credit earned for CSE 400E can be counted toward a student's major or minor program, with the consent of the student's advisor. See also CSE 400.

Credit variable, maximum 6 units.

E81 CSE 411A AI and Society

AI has made increasing inroads in a broad array of applications, many that have socially significant implications. This course will study a number of such applications, focusing on issues such as AI used for social good, fairness and accountability of AI, and potential security implications of AI systems. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 412A Introduction to Artificial Intelligence

The discipline of artificial intelligence (AI) is concerned with building systems that think and act like humans or rationally on some absolute scale. This course is an introduction to the field, with special emphasis on sound modern methods. The topics include knowledge representation, problem solving via search, game playing, logical and probabilistic reasoning,

planning, dynamic programming, and reinforcement learning. Programming exercises concretize the key methods. The course targets graduate students and advanced undergraduates.

Evaluation is based on written and programming assignments, a midterm exam and a final exam. Prerequisites: CSE 247, ESE 326, and Math 233. This course will be taught using Zoom and will be recorded.

Credit 3 units. EN: BME T, TU

E81 CSE 416A Analysis of Network Data

This course examines complex systems through the eyes of a computer scientist. We will use the representative power of graphs to model networks of social, technological, or biological interactions. Network analysis provides many computational, algorithmic, and modeling challenges. We begin by studying graph theory, allowing us to quantify the structure and interactions of social and other networks. We will then explore how to practically analyze network data and how to reason about it through mathematical models of network structure and evolution. We will also investigate algorithms that extract basic properties of networks in order to find communities and infer node properties. Finally, we will study a range of applications including robustness and fragility of networks such as the internet, spreading processes used to study epidemiology or viral marketing, and the ranking of webpages based on the structure of the webgraph. This course combines concepts from computer science and applied mathematics to study networked systems using data mining. Prerequisites: CSE 247, ESE 326, MATH 309, and programming experience. (Note: We will parse data and analyze networks using Python.)

Credit 3 units. EN: BME T, TU

E81 CSE 417T Introduction to Machine Learning

The field of machine learning is concerned with the question of how to construct computer programs that automatically improve with experience. This course is a broad introduction to machine learning, covering the foundations of supervised learning and important supervised learning algorithms. Topics to be covered are the theory of generalization (including VC-dimension, the bias-variance tradeoff, validation, and regularization) and linear and non-linear learning models (including linear and logistic regression, decision trees, ensemble methods, neural networks, nearest-neighbor methods, and support vector machines). Prerequisites: CSE 247, ESE 326, Math 233, and Math 309 (can be taken concurrently).

Credit 3 units. EN: BME T, TU

E81 CSE 422S Operating Systems Organization

This course involves a hands-on exploration of core OS abstractions, mechanisms and policies in the context of the Linux kernel. Readings, lecture material, studio exercises, and lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing OS code, as well as tracing and evaluating OS operations via user-level programs and kernel-level monitoring tools. Topics include: system calls, interrupt handling, kernel modules, concurrency and synchronization, proportional and priority-based scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, and file system organization. Prerequisite: CSE 361S.

Credit 3 units. EN: BME T, TU

E81 CSE 425S Programming Systems and Languages

A systematic study of the principles, concepts and mechanisms of computer programming languages: their syntax, semantics and pragmatics; the processing and interpretation of computer programs; programming paradigms; and language design. Illustrative examples are selected from a variety of programming language paradigms. Prerequisites: CSE 332S.
Credit 3 units. EN: BME T, TU

E81 CSE 427S Cloud Computing with Big Data Applications

This course provides an overview of the tools necessary to harness big data on the cloud for real-world analytic applications. Each lecture will cover an important cloud computing concept or framework and will be accompanied by a lab. There will be an emphasis on hands-on experience through using each of the tools taught in this course in a small project. Topics include cloud-based security and storage, Linux, Docker and Kubernetes, data modeling through JSON and SQL, database concepts and storage architectures, distributed systems, and finally real-world applications. Labs will build on each other and require the completion of the previous week's lab. The course will end with a multi-week, open-ended final project. Prerequisites: CSE 131, CSE 247, and CSE 330.
Credit 3 units. EN: BME T, TU

E81 CSE 428S Multi-Paradigm Programming in C++

Intensive focus on how modern C++ language features support procedural, functional, generic, and object-oriented programming paradigms and allow those paradigms to be applied both separately and in combination. Topics covered will include various C++ language features and semantics, especially from the C++11 standard onward, with studio exercises and lab assignments designed to build proficiency in using them effectively within and across the different programming paradigms. Prerequisite: CSE 332S or CSE 504N; or graduate standing and basic proficiency in C++.
Credit 3 units. EN: TU

E81 CSE 431S Translation of Computer Languages

The theory of language recognition and translation is introduced in support of compiler construction for modern programming languages. Topics include syntactic and semantic analysis, symbol table management, code generation, and runtime libraries. A variety of parsing methods is covered, including top-down and bottom-up. Machine problems culminate in the course project, for which students construct a working compiler. Prerequisites: CSE 240 and CSE 247.
Credit 3 units. EN: BME T, TU

E81 CSE 433R Seminar: Capture The Flag (CTF) Studio

This course provides a collaborative studio space for hands-on practice solving security-relevant puzzles in "Capture The Flag" (CTF) format. Students will engage CTF challenges individually and in teams, and online CTF resources requiring (free) account signup may be used. Students will be encouraged to attempt challenges commensurate with their ability, but no prior CTF experience or security knowledge is assumed. The goal of the course is to build skills in the fundamentals of security analysis, including usage of the Linux command line and console-based security tools, creativity in applying theoretical knowledge to practical challenges, and confidence in approaching under-specified problems. Prerequisite/corequisite: CSE 433S or equivalent.
Credit 1 unit.

E81 CSE 433S Introduction to Computer Security

Secure computing requires the secure design, implementation, and use of systems and algorithms across many areas of computer science. Fundamentals of secure computing such as trust models and cryptography will lay the groundwork for studying key topics in the security of systems, networking, web design, machine learning algorithms, mobile applications, and physical devices. Human factors, privacy, and the law will also be considered. Hands-on practice exploring vulnerabilities and defenses using Linux, C, and Python in studios and lab assignments is a key component of the course. Prerequisites: CSE 247 and either CSE 361 or CSE 332.
Credit 3 units. EN: BME T, TU

E81 CSE 434S Reverse Engineering and Malware Analysis

This course will focus on reverse engineering and malware analysis techniques. Reverse engineering -- the process of deconstructing an object to reveal its design and architecture -- is an essential skill in the information security community. Although hackers often use reverse engineering tools to discover and exploit vulnerabilities, security analysts and researchers must use reverse engineering techniques to find what a specific malware does, how it does it, and how it got into the system. In this course, we will explore reverse engineering techniques and tools, focusing on malware analysis. Students will use and write software during in-class studios and homework assignments to illustrate mastery of the material. Prerequisite: CSE 361S.
Credit 3 units. EN: TU

E81 CSE 435S Database Management Systems

A study of data models and the database management systems that support these data models. The design theory for databases is developed and various tools are utilized to apply the theory. General query languages are studied and techniques for query optimization are investigated. Integrity and security requirements are studied in the context of concurrent operations on a database, where the database may be distributed over one or more locations. The unique requirements for engineering design databases, image databases, and long transaction systems are analyzed. Prerequisite: CSE 247.
Credit 3 units. EN: BME T, TU

E81 CSE 437R Technical Interviewing

Students will study, give, and receive technical interviews in this seminar course. The focus will be on improving student performance in a technical interview setting, with the goal of making our students as comfortable and agile as possible with technical interviews. Professionals from the local and extended Washington University community will mentor the students in this seminar.
Credit 2 units.

E81 CSE 437S Software Engineering Workshop

An introduction and exploration of concepts and issues related to large-scale software systems development. Areas of exploration include technical complexities, organization issues, and communication techniques for large-scale development. Students participate through teams emulating industrial development. The projects cover the principal system development life-cycle phases from requirements analysis, to software design, and to final implementation. Issues

relating to real-time control systems, human factors, reliability, performance, operating costs, maintainability and others are addressed and resolved in a reasonable manner. Prerequisites: Junior or senior standing and CSE 330S.

Credit 3 units. EN: BME T, TU

E81 CSE 438S Mobile Application Development

Learn how to create iOS apps in the Swift programming language. This course covers a variety of topics in the development of modern mobile applications, with a focus on hands-on projects. Students will create multiple fully-functional apps from scratch. The course emphasizes object-oriented design patterns and real-world development techniques. Time is provided at the end of the course for students to work on a project of their own interest. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 439S Mobile Application Development II

In this course, students will work in groups to design, develop, test, publish, and market an iOS mobile application. Throughout the semester, students will operate in different roles on a team, serving as lead developer, tester, and project manager. Topics include how to publish a mobile application on an app store, APIs and tools for testing and debugging, and popular cloud-based SDKs used by developers. This course requires completion of the iOS version of CSE 438 Mobile Application Development or the appropriate background knowledge of the iOS platform.

Credit 3 units. EN: TU

E81 CSE 442T Introduction to Cryptography

This course is an introduction to modern cryptography, with an emphasis on its theoretical foundations. Topics will include one-way functions, pseudorandom generators, public key encryption, digital signatures, and zero-knowledge proofs. Prerequisites: CSE 240 and CSE 247.

Credit 3 units. EN: TU

E81 CSE 447T Introduction to Formal Languages and Automata

An introduction to the theory of computation, with emphasis on the relationship between formal models of computation and the computational problems solvable by those models. Specifically, this course covers finite automata and regular languages; Turing machines and computability; and basic measures of computational complexity and the corresponding complexity classes. Prerequisites: CSE 240 and CSE 247

Credit 3 units.

E81 CSE 450A Video Game Programming

This course teaches the core aspects of a video game developer's toolkit. Students work in groups and with a large game software engine to create and playtest a full-featured video game. Students will explore topics around the design of games through analysis of current games. Students have the opportunity to explore additional topics including graphics, artificial intelligence, networking, physics, and user interface design through their game project. Prerequisite: CSE247.

Credit 3 units. EN: BME T, TU

E81 CSE 451A Video Game Programming II

This course is a continuation of CSE 450A Video Game Programming I. Students will work in groups and with a large game software engine to make a full-featured video game. Students will have the opportunity to work on topics in graphics, artificial intelligence, networking, physics, user interface design, and other topics. Prerequisites: CSE 450A and permission of instructor.

Credit 3 units. EN: BME T, TU

E81 CSE 452A Computer Graphics

Introduction to computer graphics. The course covers fundamental concepts, data structures and algorithms related to the construction, display and manipulation of three-dimensional objects. Topics include scan-conversion, basic image processing, transformations, scene graphs, camera projections, local and global rendering, fractals, and parametric curves and surfaces. Students develop interactive graphics programs using C++ language. Prerequisites: CSE 332S and Math 309.

Credit 3 units. EN: BME T, TU

E81 CSE 454A Software Engineering for External Clients

Teams of students will design and develop a solution to a challenging problem posed by a real-world client. Students will gain experience with a variety of facets of software development, such as gathering and interpreting requirements, software design/architecture, UI/UX, testing, documentation, and developer/client interactions. Prerequisite: E81 CSE 330S or E81 CSE 332S and at least junior standing

Credit 3 units. EN: BME T, TU

E81 CSE 457A Introduction to Visualization

Disciplines such as medicine, business, science, and government are producing enormous amounts of data with increasing volume and complexity. In this course, students will study the principles for transforming abstract data into useful information visualizations. They will learn about the state of the art in visualization research and development and gain hands-on experience with designing and developing interactive visualization tools for the web. They will also learn how to critique existing visualizations and how to evaluate the systems they build. Topics include design, data mapping, visual perception, and interaction. Prerequisite: CSE 330S.

Credit 3 units. EN: BME T, TU

E81 CSE 460T Switching Theory

Advanced topics in switching theory as employed in the synthesis, analysis and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M.

Credit 3 units. EN: BME T, TU

E81 CSE 462M Computer Systems Design

Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation; they also perform schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The

software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Credit 3 units. EN: BME T, TU

E81 CSE 463M Digital Integrated Circuit Design and Architecture

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232. Credit 3 units. EN: BME T, TU

E81 CSE 465M Digital Systems Laboratory

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: ESE 260. Same as E35 ESE 465. Credit 3 units. EN: BME T, TU

E81 CSE 467S Embedded Computing Systems

This course introduces the issues, challenges, and methods for designing embedded computing systems -- systems designed to serve a particular application and which incorporate the use of digital processing devices. Examples of embedded systems include PDAs, cellular phones, appliances, game consoles, automobiles, and iPods. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software, and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy, and I/O. Software issues include languages, run-time environments, and program analysis. System-level topics include real-time operating systems, scheduling, power management, and wireless sensor networks. Students will perform a course project on a real wireless sensor network testbed. Prerequisite: CSE 361S. Credit 3 units. EN: TU

E81 CSE 468T Introduction to Quantum Computing

This course introduces students to quantum computing, which leverages the effects of quantum-mechanical phenomena to solve problems. The course begins with material from physics that demonstrates the presence of quantum effects. Mathematical abstractions of quantum gates are studied with the goal of developing the skills needed to reason about existing quantum circuits and to develop new quantum circuits as required to solve problems. Students will develop a quantum-

computer simulator and make use of open simulators as well as actual devices that can realize quantum circuits on the internet. Prerequisites: CSE247, Math 309, and either Math 3200 or ESE 326. Credit 3 units. EN: BME T, TU

E81 CSE 469S Security of the Internet of Things and Embedded System Security

This course presents a deep dive into the emerging world of the "internet of things" from a cybersecurity perspective. With billions of internet-enabled devices projected to impact every nook and cranny of modern existence, the concomitant security challenge portends to become dazzlingly complex. Students will learn the fundamentals of internet of things architecture and operations from a layered perspective and focus on identifying, assessing, and mitigating the threats and vulnerabilities therein. Through a blend of lecture and hands-on studios, students will gain proficiency in the range of approaches, methods, and techniques required to address embedded systems security and secure the internet of things using actual devices from both hardware and software perspectives and across a range of applications. Credit 3 units. EN: TU

E81 CSE 473S Introduction to Computer Networks

A broad overview of computer networking. Topics include history, protocols, Hyper Text Transfer Protocol (HTTP), File Transfer Protocol (FTP), Simple Mail Transfer Protocol (SMTP), Domain Name System (DNS), peer-to-peer (P2P), transport layer design issues, transport layer protocols, Transmission Control Protocol (TCP), User Datagram Protocol (UDP), TCP congestion control, network layer, Internet Protocol version 4 (IPv4), Internet Control Message Protocol (ICMP), Internet Protocol version 6 (IPv6), routing algorithms, routing protocols, Open Shortest Path First (OSPF), Routing Information Protocol (RIP), Border Gateway Protocol (BGP), datalink layer and local area networks carrier sense multiple access with collision detection (CSMA/CD), Ethernet, virtual local area networks (VLANs), Point-to-Point Protocol (PPP), Multi-Protocol Label Switching, wireless and mobile networks, multimedia networking, security in computer networks, cryptography, and network management. Prerequisite: CSE 247; CSE 132 is suggested but not required. Credit 3 units. EN: BME T, TU

E81 CSE 497 Senior Project I

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving the exploration and extension of theoretical structures, or they may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or the community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (PDF) (<https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

E81 CSE 498 Senior Project II

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving the exploration and extension of theoretical structures, or they may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or the community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (PDF) (<https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing.

Credit 3 units.

E81 CSE 499 Undergraduate Honors Thesis

Working closely with a faculty member, the student investigates an original idea (algorithm, model technique, etc.), including a study of its possible implications, its potential application and its relationship to previous related work reported in the literature. Contributions and results from this investigation are synthesized and compiled into a publication-quality research paper presenting the new idea. Prerequisites: a strong academic record and permission of instructor.

Credit 3 units.

E81 CSE 500 Independent Study

Proposal form can be located at <https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>

Credit variable, maximum 3 units.

E81 CSE 501N Introduction to Computer Science

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization will promote success. This course assumes no prior experience with programming.

Same as E81 CSE 131

Credit 3 units. BU: SCI EN: TU

E81 CSE 502N Data Structures and Algorithms

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Online textbook purchase required. Prerequisite: CSE 131/501N, and fluency with summations, derivatives, and proofs by induction.

Same as E81 CSE 247

Credit 3 units. EN: TU

E81 CSE 503S Rapid Prototype Development and Creative Programming

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a website from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ various web frameworks, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: after the formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131.

Same as E81 CSE 330S

Credit 3 units. EN: BME T, TU

E81 CSE 504N Object-Oriented Software Development Laboratory

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 131 and CSE 247

Same as E81 CSE 332S

Credit 3 units. EN: BME T, TU

E81 CSE 505N Introduction to Digital Logic and Computer Design

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisite: CSE 131.

Same as E81 CSE 260M

Credit 3 units.

E81 CSE 513T Theory of Artificial Intelligence and Machine Learning

Mathematical foundations for Artificial Intelligence and Machine Learning. An introduction to the PAC-Semantics ("Probably Approximately Correct") as a common semantics for knowledge obtained from learning and declarative sources, and the computational problems underlying the acquisition and processing of such knowledge. We emphasize the design and analysis of efficient algorithms for these problems, and examine for which representations these problems are known or believed to be tractable. Prerequisite: CSE 347.

Credit 3 units. EN: TU

E81 CSE 514A Data Mining

With the vast advancements in science and technology, the acquisition of large quantities of data is routinely performed in many fields. Examples of large data include various types of data on the internet, high-throughput sequencing data in biology and medicine, extraterrestrial data from telescopes in astronomy, and images from surveillance cameras in security settings. Analyzing a large amount of data through data mining has become an effective means of extracting knowledge from data. This course introduces the basic concepts and methods of data mining and provides hands-on experience for processing, analyzing and modeling structured and unstructured data. Homework problems, exams, and programming assignments will be administered throughout the course to enhance students' learning. Prerequisites: CSE 247, ESE 326 (or Math 3200), and Math 233.

Credit 3 units. EN: BME T, TU

E81 CSE 515T Bayesian Methods in Machine Learning

This course will cover machine learning from a Bayesian probabilistic perspective. Bayesian probability allows us to model and reason about all types of uncertainty. The result is a powerful, consistent framework for approaching many problems that arise in machine learning, including parameter estimation, model comparison, and decision making. We will begin with a high-level introduction to Bayesian inference and then proceed to cover more advanced topics. These will include inference techniques (e.g., exact, MAP, sampling methods, the Laplace approximation), Bayesian decision theory, Bayesian model comparison, Bayesian nonparametrics, and Bayesian optimization. Prerequisites: CSE 417T and ESE 326.

Credit 3 units. EN: BME T, TU

E81 CSE 516A Multi-Agent Systems

This course introduces the fundamental techniques and concepts needed to study multi-agent systems, in which multiple autonomous entities with different information sets and goals interact. We will study algorithmic, mathematical, and game-theoretic foundations, and how these foundations can help us understand and design systems ranging from robot teams to online markets to social computing platforms. Topics covered may include game theory, distributed optimization, multi-agent learning and decision-making, preference elicitation and aggregation, mechanism design, and incentives in social computing systems. Prerequisites: CSE 347 (may be taken concurrently), ESE 326 (or Math 3200), and Math 233 or equivalents. Some prior exposure to artificial intelligence, machine learning, game theory, and microeconomics may be helpful, but is not required.

Credit 3 units. EN: BME T, TU

E81 CSE 517A Machine Learning

This course assumes a basic understanding of machine learning and covers advanced topics at the frontier of the field in-depth. Topics to be covered include kernel methods (support vector machines, Gaussian processes), neural networks (deep learning), and unsupervised learning. Depending on developments in the field, the course will also cover some advanced topics, which may include learning from structured data, active learning, and practical machine learning (feature selection, dimensionality reduction). Prerequisites: CSE 247, CSE 417T, ESE 326, Math 233 and Math 309.

Credit 3 units. EN: TU

E81 CSE 518A Human-in-the-Loop Computation

This course is an exploration of the opportunities and challenges of human-in-the-loop computation, an emerging field that examines how humans and computers can work together to solve problems neither can yet solve alone. We will explore ways in which techniques from machine learning, game theory, optimization, online behavioral social science, and human-computer interactions can be used to model and analyze human-in-the-loop systems such as crowdsourcing markets, prediction markets, and user-generated content platforms. We will also look into recent developments in the interactions between humans and AIs, such as learning with the presence of strategic behavior and ethical issues in AI systems. Prerequisites: CSE 247, ESE 326, Math 233, and Math 309.

Credit 3 units. EN: BME T, TU

E81 CSE 519T Advanced Machine Learning

This course provides a close look at advanced machine learning algorithms, including their theoretical guarantees (computational learning theory) and tricks to make them work in practice. In addition, this course focuses on more specialized learning settings, including unsupervised learning, semi-supervised learning, domain adaptation, multi-task learning, structured prediction, metric learning, and learning of data representations. Learning approaches may include graphical models, non-parametric Bayesian statistics, and technical topics such as sampling, approximate inference, and non-linear function optimization. Mathematical maturity and general familiarity with machine learning are required. Prerequisites: CSE 511A, CSE 517A, and CSE 571A.

Credit 3 units. EN: TU

E81 CSE 520S Real-Time Systems

This course covers software systems and network technologies for real-time applications such as automobiles, avionics, industrial automation, and the Internet of Things. Topics include real-time scheduling, real-time operating systems and middleware, quality of service, industrial networks, and real-time cloud computing. Prerequisite: CSE 361S.

Credit 3 units. EN: BME T, TU

E81 CSE 521S Wireless Sensor Networks

Dense collections of smart sensors networked to form self-configuring pervasive computing systems provide a basis for a new computing paradigm that challenges many classical approaches to distributed computing. Naming, wireless networking protocols, data management, and approaches to dependability, real-time, security, and middleware services all fundamentally change when confronted with this new environment. Embedded sensor networks and pervasive computing are among the most exciting research areas with many open research questions. This course will study a large number of research papers that deal with various aspects of wireless sensor networks. Students will perform a project on a real wireless sensor network comprised of tiny devices, each consisting of sensors, a radio transceiver, and a microcontroller. Prerequisite: CSE 361S.

Credit 3 units. EN: BME T, TU

E81 CSE 522S Advanced Operating Systems

This course offers an in-depth hands-on exploration of core OS abstractions, mechanisms and policies, with an increasing focus on understanding and evaluating their behaviors and interactions. Readings, lecture material, studio exercises, and

lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing, tracing, and evaluating user-space and kernel-space code. Topics include: inter-process communication, real-time systems, memory forensics, file-system forensics, timing forensics, process and thread forensics, hypervisor forensics, and managing internal or external causes of anomalous behavior. Prerequisite: CSE 422S.
Credit 3 units. EN: BME T, TU

E81 CSE 523S Systems Security

This course examines the intersection between computer design and information security. While performance and efficiency in digital systems have improved markedly in recent decades, computer security has worsened overall in this time frame. To understand why, we will explore the role that design choices play in the security characteristics of modern computer and network systems. Students will use and write software to illustrate mastery of the material. Projects will include identifying security vulnerabilities, exploiting vulnerabilities, and detecting and defending against exploits. Prerequisite: CSE 361S.
Credit 3 units. EN: BME T, TU

E81 CSE 532S Advanced Multiparadigm Software Development

Intensive focus on advanced design and implementation of concurrent and distributed system software in C++. Topics covered include concurrency and synchronization features and software architecture patterns. Prerequisites: CSE 332S or graduate standing and strong familiarity with C++; and CSE 422S.
Credit 3 units. EN: BME T, TU

E81 CSE 533T Coding and Information Theory for Data Science

Coding/information theory emerged in mid 20th century as a mathematical theory of communication with noise. In latter decades it has developed to a vast topic encompassing most aspects of handling large datasets. The course will begin by surveying the classical mathematical theory and its basic applications in communication, and continue to contemporary applications in storage, computation, privacy, machine learning, and emerging technologies such as networks, blockchains, and DNA storage. The course is self-contained, but prior knowledge in algebra (e.g., Math 309, ESE 318), discrete math (e.g., CSE 240, Math 310), and probability (e.g., Math 2200, ESE 326), as well as some mathematical maturity, is assumed. There will be four to five homework assignments, one in-person midterm, and a final reading assignment.
Credit 3 units. EN: BME T, TU

E81 CSE 534A Large-Scale Optimization for Data Science

Large-scale optimization is an essential component of modern data science, artificial intelligence, and machine learning. This graduate-level course rigorously introduces optimization methods that are suitable for large-scale problems arising in these areas. Students will learn several algorithms suitable for both smooth and nonsmooth optimization, including gradient methods, proximal methods, mirror descent, Nesterov's acceleration, ADMM, quasi-Newton methods, stochastic optimization, variance reduction, and distributed optimization. Throughout the course, we will discuss the efficacy of these

methods in concrete data science problems, under appropriate statistical models. Students will be required to program in Python or MATLAB. Prerequisites: CSE 247, Math 309, (Math 3200 or ESE 326), ESE 415.
Same as E35 ESE 513
Credit 3 units. EN: TU

E81 CSE 538T Modeling and Performance Evaluation of Computer Systems

Modern computing systems consist of multiple interconnected components that all influence performance. The focus of this course is on developing modeling tools aimed at understanding how to design and provision such systems to meet certain performance or efficiency targets and the trade-offs involved. The course covers Markov chains and their applications to simple queues, and it proceeds to explore more complex systems, including server farms and how to optimize their performance through scheduling and task assignment policies. The course includes a brief review of the necessary probability and mathematical concepts. Prerequisite: ESE 326.
Credit 3 units. EN: BME T, TU

E81 CSE 539S Concepts in Multicore Computing

Nowadays, the vast majority of computer systems are built using multicore processor chips. This fundamental shift in hardware design impacts all areas of computer science - one must write parallel programs in order to unlock the computational power provided by modern hardware. The goal of this course is to study concepts in multicore computing. We will examine the implications of the multicore hardware design, discuss challenges in writing high performance software, and study emerging technologies relevant to developing software for multicore systems. Topics include memory hierarchy, cache coherence protocol, memory models, scheduling, high-level parallel language models, concurrent programming (synchronization and concurrent data structures), algorithms for debugging parallel software, and performance analysis. Prerequisites: CSE 247 and CSE 361S.
Credit 3 units. EN: BME T, TU

E81 CSE 541T Advanced Algorithms

Provides a broad coverage of fundamental algorithm design techniques, with a focus on developing efficient algorithms for solving combinatorial and optimization problems. The topics covered include the review of greedy algorithms, dynamic programming, NP-completeness, approximation algorithms, the use of linear and convex programming for approximation, and online algorithms. Throughout this course, there is an emphasis on correctness proofs and the ability to apply the techniques taught to design efficient algorithms for problems from a wide variety of application areas. Prerequisite: CSE 347.
Credit 3 units. EN: BME T, TU

E81 CSE 543S Advanced Secure Software Engineering

The aim of this course is to provide students with broader and deeper knowledge as well as hands-on experience in understanding security techniques and methods needed in software development. Students complete an independent research project which will involve synthesizing multiple software security techniques and applying them to an actual software program or system.
Credit 3 units. EN: TU

E81 CSE 543T Algorithms for Nonlinear Optimization

The course will provide an in-depth coverage of modern algorithms for the numerical solution of multidimensional optimization problems. Unconstrained optimization techniques including Gradient methods, Newton's methods, Quasi-Newton methods, and conjugate methods will be introduced. The emphasis is on constrained optimization techniques: Lagrange theory, Lagrangian methods, penalty methods, sequential quadratic programming, primal-dual methods, duality theory, nondifferentiable dual methods, and decomposition methods. The course will also discuss applications in engineering systems and use of state-of-the-art computer codes. Special topics may include large-scale systems, parallel optimization, and convex optimization. Prerequisites: Calculus I and Math 309.
Credit 3 units. EN: BME T, TU

E81 CSE 544A Special Topics in Application

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer application.
Credit 3 units. EN: BME T, TU

E81 CSE 544M Special Topics in Machines:

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science machines.
EN: BME T, TU

E81 CSE 544S Special Topics in Systems

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science systems.
Credit 3 units. EN: BME T, TU

E81 CSE 544T Special Topics in Computer Science Theory

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science theory.
Credit 3 units. EN: BME T, TU

E81 CSE 546T Computational Geometry

Computational geometry is the algorithmic study of problems that involve geometric shapes such as points, lines, and polygons. Such problems appear in computer graphics, vision, robotics, animation, visualization, molecular biology, and geographic information systems. This course covers data structures that are unique to geometric computing, such as convex hull, Voronoi diagram, Delaunay triangulation, arrangement, range searching, KD-trees, and segment trees. Also covered are algorithms for polygon triangulation, path planning, and the art gallery problem. Prerequisite: CSE 347.
Credit 3 units.

E81 CSE 549T Theory of Parallel Systems

The course covers various aspects of parallel programming such as algorithms, schedulers and systems from a theoretical perspective. We will cover both classic and recent results in parallel computing. Topics include parallel algorithms and analysis in the work/span model, scheduling algorithms, external memory algorithms and their analysis, cache-coherence protocols, etc. The focus will be on design and analysis. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

E81 CSE 554A Geometric Computing for Biomedicine

With the advance of imaging technologies deployed in medicine, engineering and science, there is a rapidly increasing amount of spatial data sets (e.g., images, volumes, point clouds) that need to be processed, visualized, and analyzed. This course will focus on a number of geometry-related computing problems that are essential in the knowledge discovery process in various spatial-data-driven biomedical applications. These problems include visualization, segmentation, mesh construction and processing, and shape representation and analysis. This course consists of lectures that cover theories and algorithms, and it includes a series of hands-on programming projects using real-world data collected by various imaging techniques (e.g., CT, MRI, electron cryomicroscopy). Prerequisites: CSE 332 (or proficiency in programming in C++ or Java or Python) and CSE 247.
Credit 3 units. EN: BME T, TU

E81 CSE 555A Computational Photography

Computational Photography describes the convergence of computer graphics, computer vision, and the internet with photography. Its goal is to overcome the limitations of traditional photography using computational techniques to enhance the way we capture, manipulate and interact with visual media. In this course we study many interesting, recent image-based algorithms and implement them to the degree that is possible. Topics may include: cameras and image formation, human visual perception, image processing (filtering, pyramids), image blending and compositing, image retargeting, texture synthesis and transfer, image completion/inpainting, super-resolution, deblurring, denoising, image-based lighting and rendering, high dynamic range, depth and defocus, flash/no flash photography, coded aperture photography, single/multiview reconstruction, photo quality assessment, non photorealistic rendering, modeling and synthesis using internet data, and others. Prerequisites: CSE 452A, CSE 554A, or CSE 559A.
Credit 3 units. EN: BME T, TU

E81 CSE 555T Adversarial AI

This course will introduce students to concepts, theoretical foundations, and applications of adversarial reasoning in Artificial Intelligence. Topics will include the use of machine learning in adversarial settings, such as security, common attacks on machine learning models and algorithms, foundations of game theoretic modeling and analysis in security, with a special focus on algorithmic approaches, and foundations of adversarial social choice, with a focus on vulnerability analysis of elections. Prerequisite: CSE417T
Credit 3 units. EN: BME T, TU

E81 CSE 556A Human-Computer Interaction Methods

An introduction to user centered design processes. The course covers a variety of HCI techniques for use at different stages in the software development cycle, including techniques that can be used with and without users. Students will gain experience using these techniques through in-class exercises and then apply them in greater depth through a semester long interface development project. Students who enroll in this course are expected to be comfortable with building user interfaces in at least one framework and be willing to learn whatever

framework is most appropriate for their project. Over the course of the semester, students will be expected to present their interface evaluation results through written reports and in class presentations. Prerequisites: 3xxS or 4xxS.

Credit 3 units. EN: BME T, TU

E81 CSE 557A Advanced Visualization

We are in an era where it is possible to have all of the world's information at our fingertips. However, the more information we can access, the more difficult it is to obtain a holistic view of the data or to determine what's important to make decisions. Computer-based visualization systems provide the opportunity to represent large or complex data visually to aid comprehension and cognition. In this course, we learn about the state of the art in visualization research and gain hands-on experience with the research pipeline. We also learn how to critique existing work and how to formulate and explore sound research questions. We will cover advanced visualization topics including user modeling, adaptation, personalization, perception, and visual analytics for non-experts. Prerequisite: CSE 457A or permission of instructor.

Credit 3 units. EN: BME T, TU

E81 CSE 559A Computer Vision

This course introduces the fundamentals of designing computer vision systems that can "look at" images and videos and reason about the physical objects and scenes they represent. Topics include image restoration and enhancement; estimation of color, shape, geometry, and motion from images; and image segmentation, recognition, and classification. The focus of this course will be on the mathematical tools and intuition underlying algorithms for these tasks: models for the physics and geometry of image formation and statistical and machine learning-based techniques for inference. Prerequisites: Math 309 or ESE 318 or equivalent; Math 3200 or ESE 326 or equivalent; and CSE 247 or equivalent.

Credit 3 units. EN: BME T, TU

E81 CSE 560M Computer Systems Architecture I

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, memory hierarchies (cache and main memories, virtual memory), pipelining, instruction scheduling, and parallel systems. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using simulation techniques. Prerequisites: CSE 361S and CSE 260M.

Credit 3 units. EN: BME T, TU

E81 CSE 563M Digital Integrated Circuit Design and Architecture

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232.

Same as E81 CSE 463M

Credit 3 units. EN: BME T, TU

E81 CSE 566S High Performance Computer Systems

Many applications make substantial performance demands upon the computer systems upon which those applications are deployed. In this context, performance is frequently multidimensional, including resource efficiency, power, execution speed (which can be quantified via elapsed run time, data throughput, or latency), and so on. Modern computing platforms exploit parallelism and architectural diversity (e.g., co-processors such as graphics engines and/or reconfigurable logic) to achieve the desired performance goals. This course addresses the practical aspects of achieving high performance on modern computing platforms. This includes questions ranging from how the computing platform is designed to how are applications and algorithms expressed to exploit the platform's properties. Particular attention is given to the role of application development tools. Prerequisite: familiarity with software development in Linux preferred, graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E81 CSE 567M Computer Systems Analysis

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental designs, 2**k experimental designs, factorial designs with replication, fractional factorial designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 260M.

Credit 3 units. EN: BME T, TU

E81 CSE 569S Recent Advances in Computer Security and Privacy

The aim of this course is to provide students with knowledge and hands-on experience in understanding the security techniques and methods needed for IoT, real-time, and embedded systems. Students complete an independent research project which will involve synthesizing multiple security techniques and applying them to an actual IoT, real-time, or embedded system or device.

Credit 3 units. EN: BME T, TU

E81 CSE 570S Recent Advances in Networking

This course covers the latest advances in networking. Topics include the application of blockchains, quantum computing, and AI to networking along with networking trends, data center network topologies, data center ethernet, carrier IP, multi-protocol label switching (MPLS), carrier ethernet, virtual bridging, LAN extension and virtualization using layer 3 protocols, virtual routing protocols, Internet of Things (IoT), data link layer and management protocols for IoT, networking layer protocols for IoT, 6LoWPAN, RPL, messaging protocols for IoT, MQTT, OpenFlow, software-defined networking (SDN), network function virtualization (NFV), big data, networking issues for big data, network configuration, data modeling, NETCONF, YIN, YANG, BEEP, and UML. Prerequisite: CSE 473S or equivalent.

Credit 3 units. EN: BME T, TU

E81 CSE 571S Network Security

This course covers principles and techniques in securing computer networks. Real world examples will be used to illustrate the rationales behind various security designs. There are three main components in the course, preliminary cryptography, network protocol security and network application security. Topics include IPsec, SSL/TLS, HTTPS, network fingerprinting, network malware, anonymous communication, and blockchain. The class project allows students to take a deep dive into a topic of choice in network security. Prerequisite: CSE 473S.

Credit 3 units. EN: BME T, TU

E81 CSE 574S Recent Advances in Wireless and Mobile Networking

This course provides a comprehensive treatment of wireless data and telecommunication networks. Topics include recent trends in wireless and mobile networking, wireless coding and modulation, wireless signal propagation, IEEE 802.11a/b/g/n/ac wireless local area networks, 60 GHz millimeter wave gigabit wireless networks, vehicular wireless networks, white spaces, Bluetooth and Bluetooth Smart, wireless personal area networks, wireless protocols for the Internet of Things, cellular networks: 1G/2G/3G, LTE, LTE-Advanced, and 5G. Prerequisite: CSE 473S (Introduction to Computer Networks) or permission of instructor.

Credit 3 units. EN: BME T, TU

E81 CSE 581T Approximation Algorithms

Numerous optimization problems are intractable to solve optimally. The intractability of a problem could come from the problem's computational complexity, for instance the problem is NP-Hard, or other computational barriers. To cope with the inability to find an optimal algorithm, one may desire an algorithm that is guaranteed to return a solution that is comparable to the optimum. Such an algorithm is known as an approximation algorithm. Approximation algorithms are a robust way to cope with intractability, and they are widely used in practice or are used to guide the development of practical heuristics. The area of approximation algorithms has developed a vast theory, revealing the underlying structure of problems as well as their different levels of difficulty. The majority of this course will focus on fundamental results and widely applicable algorithmic and analysis techniques for approximation algorithms. Prerequisite: CSE 347.

Credit 3 units. EN: BME T, TU

E81 CSE 584A Algorithms for Biosequence Comparison

This course surveys algorithms for comparing and organizing discrete sequential data, especially nucleic acid and protein sequences. Emphasis is on tools to support search in massive biosequence databases and to perform fundamental comparison tasks such as DNA short-read alignment. Prerequisite: CSE 347 or permission of instructor. These techniques are also of interest for more general string processing and for building and mining textual databases. Algorithms are presented rigorously, including proofs of correctness and running time where feasible. Topics include classical string matching, suffix array string indices, space-efficient string indices, rapid inexact matching by filtering (including BLAST and related tools), and alignment-free algorithms. Students complete written assignments

and implement advanced comparison algorithms to address problems in bioinformatics. This course does not require a biology background. Prerequisite: CSE 347 or permission of instructor.

Credit 3 units. EN: BME T, TU

E81 CSE 586A Analysis of Imaging Data

This course focuses on an in-depth study of advanced topics and interests in image data analysis. Students will learn about hardcore imaging techniques and gain the mathematical fundamentals needed to build their own models for effective problem solving. Topics of deformable image registration, numerical analysis, probabilistic modeling, data dimensionality reduction, and convolutional neural networks for image segmentation will be covered. The main focus might change from semester to semester. Prerequisites: Math 309, ESE 326, and CSE 247.

Credit 3 units.

E81 CSE 587A Algorithms for Computational Biology

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.

Credit 3 units. EN: BME T, TU

E81 CSE 591 Introduction to Graduate Study in CSE

Introduces students to the different areas of research conducted in the department. Provides an introduction to research skills, including literature review, problem formulation, presentation, and research ethics. Lecture and discussion are supplemented by exercises in the different research areas and in critical reading, idea generation, and proposal writing.

Credit 3 units.

E81 CSE 598 Master's Project

Students electing the project option for their master's degree perform their project work under this course. In order to successfully complete this course, students must defend their project before a three-person committee and present a 2-3 page extended abstract. Prerequisite: permission of advisor and submission of a research proposal form.

Credit variable, maximum 6 units.

E81 CSE 599 Master's Research

Students electing the thesis option for their master's degree perform their thesis research under this course. In order to successfully complete a master's thesis, students must enroll in 6 units of this course typically over the course of two consecutive semesters, produce a written thesis, and defend the thesis before a three-person committee. Prerequisite: permission of advisor and submission of a research proposal form.

Credit variable, maximum 6 units.

Bachelor of Science in Computer Engineering

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree (p. 1291) from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a pass/fail basis.

- **Core Requirements:**

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
CSE 260M	Introduction to Digital Logic and Computer Design	3
or ESE 260	Introduction to Digital Logic and Computer Design	
CSE 361S	Introduction to Systems Software	3
CSE 362M	Computer Architecture	3
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 326	Probability and Statistics for Engineering	3
Total Units		32

Each of these core courses must be passed with a grade of C- or better.

- **Technical Elective Requirements:**

At least 21 units of technical electives, drawn from either of the following:

- CSE courses with the suffix S, M, T or A; CSE 347
- ESE courses at the 300 level or higher; ESE 205

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 400E, CSE 497-CSE 499, ESE 400, ESE 497) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

- **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 462M or ESE 498.

- **Common Studies Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191F	Physics I — First-Years Only	
Physics 191U	Physics I — Sophomores, Juniors, and Seniors Only	
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Natural sciences elective		3
College Writing		3
Engr 310	Technical Writing	3
Humanities and social sciences electives		18
Total Units		47

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics and statistics department's back credit policy (<https://artsci.wustl.edu/resources/back-credit-policy/>).

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering.

Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science (BSCS) is designed for students planning a career in computing. Students working toward a BSCS degree must meet all requirements for an applied science degree (p. 1291) from the McKelvey School of Engineering. In addition, there are the following departmental course requirements:

- **Computer Science Core Requirements:**

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 247	Data Structures and Algorithms	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 347	Analysis of Algorithms	3
Total Units		18

Each of these core courses must be passed with a grade of C- or better.

- **Computer Science Technical Elective Requirements:**

In addition to the core courses, at least 24 additional units in computer science or computer science-related courses with an S, M, T or A suffix must be taken, of which at least one must be a systems (S) course and at least one must be a machine (M) or application (A) course. Students may use up to 6 units of approved independent work (CSE 400E, CSE 497, CSE 498, CSE 499) as part of their computer science electives. Such independent work can be classified as S, M, T or A, with approval.

- **Math Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or ESE 318	Engineering Mathematics A	
ESE 326	Probability and Statistics for Engineering	3
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	

or Math 3211	Statistics for Data Science I	
or DAT 120	Managerial Statistics I	
& DAT 121	and Managerial Statistics II	
Total Units		15

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics and statistics department's back credit policy (<https://artsci.wustl.edu/resources/back-credit-policy/>).

- **Additional Departmental Requirements:**

Code	Title	Units
	One themed writing course from the College Writing Program	3
Engr 310	Technical Writing	3
	Natural sciences electives	8
	Humanities and social sciences electives	18
Total Units		32

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1292).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

Bachelor of Science in Computer Science + Economics

The College of Arts & Sciences and the McKelvey School of Engineering have developed a new major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Course Requirements

Code	Title	Units
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 2200	Elementary Probability and Statistics *	3-6

or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
or ESE 326	Probability and Statistics for Engineering	
or Math 3211	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
Math 233	Calculus III	1-3
or Econ 493	Mathematical Economics	
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 347	Analysis of Algorithms	3
Econ 1011	Introduction to Microeconomics (AP credit may satisfy this requirement)	3
Econ 1021	Introduction to Macroeconomics (AP credit may satisfy this requirement)	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
Total Units		34-39

* Of these options, Math 3200 is the preferred course.

Electives

Six upper-level approved courses from the Department of Economics and Computer Science & Engineering (CSE) are required: three from Economics and three from CSE. Students who have AP credits to satisfy the requirements for Econ 1011 Introduction to Microeconomics and/or Econ 1021 Introduction to Macroeconomics can instead take approved electives in either department, and they can add at most one approved course from outside both departments.

Economics Electives

Code	Title	Units
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 404	Behavioral Economics and Experimental Economics	3
Econ 407	Market Design	3
Econ 410	Macroeconomics of Inequality	3
Econ 4111	Optimization and Economic Theory	3
Econ 4151	Applied Econometrics	3
Econ 435	Open Economy Macroeconomics	3
Econ 452	Industrial Organization	3
Econ 467	Game Theory	3
Econ 471	Development Economics	3

Econ 477	Topics in Financial Economics	3
Econ 480	Labor Economics	3
Econ 483	Economics of Education	3
Econ 484	Computational Macroeconomics	3

Computer Science Electives

Code	Title	Units
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 400E	Independent Study	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning	3
or ESE 417	Introduction to Machine Learning and Pattern Classification	
CSE 425S	Programming Systems and Languages	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 557A	Advanced Visualization	3

Additional Departmental Requirements

Code	Title	Units
Engr 310	Technical Writing	3
	One themed writing course from the College Writing Program	3
	Humanities and social sciences electives	18
	Natural sciences electives	8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1292).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

Bachelor of Science in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1291) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1109) in addition to the specific requirements listed below.

Core Course Requirements

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
or CSE 240	Logic and Discrete Mathematics	
Math 309	Matrix Algebra	3

Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or ESE 326	Probability and Statistics for Engineering	
CSE 347	Analysis of Algorithms	3
Total Units		27

Electives

Eight upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three course must be taken from Math.
- Up to two preapproved courses from outside both departments can be selected.
- CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3

CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3
CSE 559A	Computer Vision	3
CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3

Mathematics and Statistics

Code	Title	Units
Math 350	Dynamical Systems and Chaos	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 420	Experimental Design	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 434	Survival Analysis	3
Math 4351	Number Theory and Cryptography	3
Math 439	Linear Statistical Models	3
Math 444	The Mathematics of Quantum Theory	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 4601	Statistical Learning	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 470	Analytic Combinatorics	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3

ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

Additional Departmental Requirements

Code	Title	Units
Engr 310	Technical Writing	3
One themed writing course from the College Writing Program		3
Humanities and social sciences electives		18
Natural sciences electives		8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1292).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

Bachelor of Science in Data Science

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Science in Data

Science (BSDS) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1291) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1109) in addition to the specific requirements listed below.

Data Science Core Requirements (CR)

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 3211	Statistics for Data Science I	3
Math 4211	Statistics for Data Science II	3
Math 439	Linear Statistical Models	3
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
CSE 217A	Introduction to Data Science	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning (or Math 4601 Statistical Learning)	3
Total Units		36

Data Science Technical Electives

Four courses from Mathematics & Statistics or Computer Science & Engineering can be chosen from an approved list, with the following caveats:

- At least one course from Mathematics & Statistics (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

List of Approved Data Science Technical Electives

Computer Science and Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

Mathematics and Statistics

Code	Title	Units
Math 322	Biostatistics	3
Math 420	Experimental Design	3
Math 434	Survival Analysis	3
Math 4392	Advanced Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 461	Time Series Analysis	3
Math 4601	Statistical Learning (Cannot be double-counted in CR)	3
Math 462	Mathematical Foundations of Big Data	3

Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3
Math 5047	Geometry/Topology III: Differential Geometry	3
Math 5061	Theory of Statistics I	3
Math 5062	Theory of Statistics II	3
Math 5071	Linear Statistical Models Grad	3
Math 5072	Advanced Linear Models II	3

Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 427	Financial Mathematics	3

Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

List of EPR Course Options

Code	Title	Units
Engr 330	Amplifying Cyberdiversity: Real Humans in Virtual Spaces	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1
Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3
Engr 520P	Presentation Skills for Scientists and Engineers	2
CSE 359A	Signals, Data and Equity (Cannot be double-counted as an Elective)	3

CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
MSB 512	Ethics in Biostatistics and Data Science	2

Practicum Requirement

- 3 units of an **approved comprehensive data science project or experience**. A practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via Independent Study (CSE 400E or Math 400) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
- Contact Maria Sanchez (smaria@wustl.edu) in the CSE department office or the Math department office to initiate the approval process.

Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

General Degree Requirements

- Complete at least 120 applicable units
- Earn at least a C (2.0 cumulative grade-point average) in all applicable courses taken at Washington University
- Earn at least a C (2.0 GPA) in each separate school of study

- Complete a minimum of 60 units at Washington University (at least 30 units must be "B" courses and at least 30 units must be "E" courses taken at Washington University)
- Complete the last 30 units at Washington University

Foundation Course Requirements (31 units)

Code	Title	Units
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
Math 309	Matrix Algebra (Prerequisite: Math 132)	3
DAT 120 or ESE 326 or Math 3200	Managerial Statistics I Probability and Statistics for Engineering Elementary to Intermediate Statistics and Data Analysis	3
DAT 121	Managerial Statistics II	3
MGT 201	Management Communication	4
Engr 310	Technical Writing	3
One College Writing Program course (themed writing course)		3
One Natural Sciences course designated NSM (Natural Sciences and Mathematics)		3
Total Units		31

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics and statistics department's back credit policy (<https://artsci.wustl.edu/resources/back-credit-policy/>).

The Natural Sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The school's English proficiency requirement is satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program (<https://collegewriting.wustl.edu/>).

Breadth/Free Elective Course Requirements (24 units)

- Humanities and Social Sciences (15 units): Any course with A&S attributes of Humanities (HUM), Language and Cultural Diversity (LCD), or Social and Behavioral Sciences (SSC). These courses must be taken with the credit grade

option only (not pass/fail). At least one course must be an ethics course from the list of approved ethics courses (PDF) (http://bulletin.wustl.edu/undergrad/engineering/computerscience/bs-business-computer-science/Ethics_Courses_for_BS_in_Business_and_Computer_Science.pdf).

- Free Electives (9 units): Any course from any day-school division, including prematriculation credit (e.g., AP credit). The free elective courses may be taken with the pass/fail grade option. A student may take a maximum of one course per semester as pass/fail or audit. If a course is only offered as pass/fail, a student may choose another course to audit or take as pass/fail.

Capstone/Integrated Learning Experience Requirements (6 units)

- 6 units of course work jointly approved by the faculty curriculum oversight committees of both Business and Engineering
- Junior Year Capstone: MGT 401C CEL Entrepreneurial Consulting Team
- Senior Year Capstone: CSE 437S Software Engineering Workshop, CSE 439S Mobile Application Development II, or CSE 451A Video Game Programming II

Major Course Requirements (60 units)

- Business Course Requirements (30 units) as listed in the section below
- Computer Science Course Requirements (30 units) as listed in the section below

Business Course Requirements (30 total units)

Choose one of the two clusters below:

Business Analytics Cluster

Business Core Course Requirements (18 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting (Prerequisites: Second-semester first-year standing)	3
DAT 220	Analytics and Modelling for Business Decisions (Prerequisites: DAT 120 and completion or concurrent enrollment in DAT 121)	3
FIN 340	Capital Markets and Financial Management (Prerequisites: Math 132, ACCT 2610, MEC 290 or ECON 1011, and completion or concurrent enrollment in DAT 121)	3
MEC 290	Microeconomics (Prerequisites: Math 131 or concurrent enrollment in Math 132 or Math 233)	3

MKT 370	Principles of Marketing (Prerequisites: Sophomore standing and MEC 290 or ECON 1011 or MGT 100)	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
Total Units		18

Electives (choose 12 units):

Code	Title	Units
DAT 301E	Data Analytics in Python (Prerequisite: Sophomore standing)	3
FIN 448	Advanced Financial Management (Prerequisites: FIN 340 and DAT 121)	3
FIN 451	Options, Futures and Derivative Securities (Prerequisite: FIN 340)	3
MEC 471	Empirical Techniques for Industry Analysis (Prerequisites: MEC 290, DAT 120, and DAT 121)	3
MKT 378	Marketing Research (Prerequisites: MKT 370, DAT 120, and DAT 121 or concurrent enrollment in DAT 121)	3
MKT 400G	Digital Marketing and Analytics (Prerequisites: MKT 370 and either DAT 120, Math 2200, Math 3200, or ESE 326)	3
SCOT 430E	Operations Fun: Data-Driven Optimization (Prerequisites: DAT 220, DAT 301E or CS 131 strongly recommended)	3
SCOT 458	Operations Analytics (Formerly OSCM 458. Prerequisite: SCOT 356 or OSCM 356)	3

Strategy & Leadership Cluster

Business Core Course Requirements (15 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting (Prerequisite: Second-semester first-year standing)	3
FIN 340	Capital Markets and Financial Management (Prerequisites: Math 132, ACCT 2610, MEC 290, and completion or concurrent enrollment in DAT 121)	3
MEC 290	Microeconomics (Prerequisites: Math 131 or concurrent enrollment in Math 132 or Math 233)	3
MGT 100	Individual in a Managerial Environment	3

OB 360	Organization Behavior Within the Firm (Prerequisite: MGT 100 or sophomore standing)	3
Total Units		15

Electives (choose 15 units):

Code	Title	Units
MGT 380	Business Strategy (Prerequisite: MEC 290 or approved substitution.)	3
MGT 402	Ethical Issues in Managerial Decision Making (Prerequisite: senior standing.)	1.5
MGT 421	Introduction to Entrepreneurship (Prerequisite: sophomore, junior, or senior standing in any school or college.)	3
or MGT 460L	Introduction to Social Entrepreneurship	
MGT 429E	Management and Corporate Responsibility	1.5
MGT 450V	Defining Moments: Lessons in Leadership & Character From the Top (Prerequisite: Senior standing or junior standing with permission of instructor)	1.5
MGT 460H	Corporate and Global Strategy	3
MEC 470	Industrial Economics (Prerequisite: MEC 370)	3
MEC 370	Game Theory for Business (Prerequisite: MEC 290)	3
OB 431E	Thinking Creatively and Leading Creative Teams (Prerequisite: OB 360)	1.5
OB 434E	Talent Analytics (Prerequisites: OB 360 and DAT 220.)	1.5
OB 435E	People Metrics (Prerequisites: OB 360 and DAT 220.)	1.5
OB 461	Negotiation (Prerequisite: OB 360.)	3
OB 462	Leadership in Organizations (Prerequisite: Sophomore standing)	3
OB 468E	Mindfulness and Performance in the Workplace	1.5

Computer Science Course Requirements (30 total units)

Computer Science Core Course Requirements (9 units, C-grade required):

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms (Prerequisites: CSE 131 and fluency with summations, derivatives, and proofs by induction)	3
CSE 332S	Object-Oriented Software Development Laboratory (Prerequisite: CSE 247)	3
Total Units		9

Electives (choose 21 units):

Code	Title	Units
Choose seven courses from any CSE courses with an S, M, T, or A suffix. CSE 132, CSE 240, and CSE 347 will count as electives in this category.		

Notes:

- Students earning this degree will not be eligible to earn a second undergraduate degree or a second major in computer science, computer science + math, computer science + economics, data science, or a minor in computer science.
- Students earning this degree will not be eligible to earn a second undergraduate degree or second major in business. Students are eligible to earn a business minor.
- Students earning this degree will not be eligible to earn a second major in financial engineering.

The Second Major in Computer Science

The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts. The requirements are as follows. There are no additional distribution or unit requirements for the second major.

Computer Science Core Requirements

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 247	Data Structures and Algorithms	3

CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 347	Analysis of Algorithms	3
Total Units		18

Each of these core courses must be passed with a grade of C- or better.

Computer Science Technical Elective Requirements

In addition to the core courses, students must complete at least 24 additional units in computer science or computer science–related courses with an S, M, T or A suffix; at least one must be a systems (S) course, and at least one must be a machine (M) or application (A) course. Students may use up to 6 units of approved independent work (CSE 400, CSE 497-CSE 499) as part of their computer science electives. Such independent work can be classified as S, M, T or A with approval.

Math Requirement

Students must take calculus (Math 131) and probability (ESE 326, Math 3200, or the sequence DAT 120-DAT 121).

The Second Major in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences have developed a new second major that efficiently captures the intersection of the complementary studies of computer science and math.

Core Requirements

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
CSE 131	Introduction to Computer Science	3
Math 233	Calculus III	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations for Higher Mathematics with Writing	
or CSE 240	Logic and Discrete Mathematics	
CSE 247	Data Structures and Algorithms	3
Math 309	Matrix Algebra	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3
or ESE 326	Probability and Statistics for Engineering	
CSE 347	Analysis of Algorithms	3
Total Units		27

Electives

Eight upper-level courses from Math or CSE can be chosen from an approved list, with the following caveats:

1. At least three courses must be taken from CSE and at least three course must be taken from Math.
2. Up to two preapproved courses from outside both departments can be selected.
3. CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3
CSE 559A	Computer Vision	3

CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3

Mathematics and Statistics

Code	Title	Units
Math 350	Topics in Applied Mathematics	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 420	Experimental Design	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 434	Survival Analysis	3
Math 4351	Number Theory and Cryptography	3
Math 439	Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 4601	Statistical Learning	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 470	Analytic Combinatorics	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

The Second Major in Data Science

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science.

Data Science Core Requirements (CR)

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 217A	Introduction to Data Science	3
CSE 247	Data Structures and Algorithms	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning (or Math 4601 Statistical Learning)	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 3211	Statistics for Data Science I	3
Math 4211	Statistics for Data Science II	3
Math 439	Linear Statistical Models	3
Total Units		36

Data Science Technical Electives

Four courses from Mathematics & Statistics or Computer Science & Engineering can be chosen from an approved list, with the following caveats:

- At least one course from Mathematics & Statistics (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

List of Approved Electives

Mathematics and Statistics

Code	Title	Units
Math 322	Biostatistics	3
Math 420	Experimental Design	3
Math 434	Survival Analysis	3
Math 4392	Advanced Linear Statistical Models	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 459	Bayesian Statistics	3
Math 460	Multivariate Statistical Analysis	3
Math 4601	Statistical Learning (Cannot be double-counted in CR)	3
Math 461	Time Series Analysis	3
Math 462	Mathematical Foundations of Big Data	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 495	Stochastic Processes	3
Math 5047	Geometry/Topology III: Differential Geometry	3
Math 5061	Theory of Statistics I	3
Math 5062	Theory of Statistics II	3
Math 5071	Linear Statistical Models Grad	3
Math 5072	Advanced Linear Models II	3

Computer Science & Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Analysis of Network Data	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3

CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3

Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from an approved list

List of Approved Courses

Code	Title	Units
CSE 359A	Signals, Data and Equity (Cannot be double-counted as an Elective)	3
CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1
Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3

Engr 520P	Presentation Skills for Scientists and Engineers	2
MSB 512	Ethics in Biostatistics and Data Science	2

Practicum Requirement

- Students must complete 3 units of an approved comprehensive data science project or experience. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of the senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via Independent Study (CSE 400E or Math 400) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact the course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
- Students should contact Maria Sanchez (smaria@wustl.edu) in the CSE department office or the Math department office to initiate the approval process.

The Minor in Computer Science

If a student's goal is a basic foundation in computer science for application to another field but they are not planning a career as a practicing computer scientist, the minor in computer science is a good choice. The minor consists of five CSE courses: two core courses and three electives. The core courses provide an introduction to computer science concepts and problem-solving techniques. The electives offer flexibility to integrate computer science studies with a major area. Students select the courses that are most important to them, whether their interests are in fine arts, linguistics, psychology, philosophy, law, business, medicine, the natural sciences or anything else.

Units required: 15

Required courses (6 units):

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
Total Units		6

Elective courses (9 units):

Any three additional CSE courses selected from CSE 132 Introduction to Computer Engineering, CSE 240 Logic and Discrete Mathematics, CSE 347 Analysis of Algorithms, or any CSE course with a T, S, M or A suffix.

Additional Information

All courses used for the computer science minor must be taken for a grade, and the student must earn a C- or better. Should the student decide to go further in the field, all courses in the computer science minor can be used toward a second major in computer science or a degree in computer science or computer engineering.

The Minor in Bioinformatics

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics. This program serves students from both departments as well as other students from the natural sciences and engineering with an interest in this field.

Units required: 23 to 24 units, as described below

Core courses:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
ESE 326	Probability and Statistics for Engineering	3
or Math 2200	Elementary Probability and Statistics	
or Math 3200	Elementary to Intermediate Statistics and Data Analysis	
or Math 3211	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
Total Units		17

Advanced biology elective: Choose one of the following:

Code	Title	Units
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 4181	Population Genetics	3
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

Computer Science & Engineering elective: Choose one of the following:

Code	Title	Units
CSE 514A	Data Mining	3
CSE 584A	Algorithms for Biosequence Comparison	3
or Biol 5504	Algorithms for Biosequence Comparison	
CSE 587A	Algorithms for Computational Biology	3

Additional Information

It is anticipated that, for those students majoring in biology or computer science & engineering (CSE), some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses in biology and CSE used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences. A minimum grade of C- is required for all courses to count toward the minor.

The Minor in Human-Computer Interaction

The human-computer interaction (HCI) minor is designed to give any undergraduate student at Washington University a multidisciplinary understanding of the principles and applications of HCI. This minor will introduce students to the techniques necessary to create effective user interfaces: requirements gathering, ideation, prototyping, visual design and evaluation. Students will explore these ideas in a variety of application contexts.

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, virtual and augmented realities, and so on. This minor should appeal to students in the College of Art — particularly designers and computationally intrigued artists — who are interested in gaining a more in-depth knowledge of back-end development skills. It will also be of interest to engineering students looking for more experience with aesthetics and front-end design skills. In addition to being useful for these primary audiences, this minor allows students from other departments on campus to support their studies with a clear track in a hybrid pursuit of design and programming.

Course Work

Students must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering.

- **Pillar Courses (6 units):**

Code	Title	Units
ART 138S	Visual Principles for the Screen	3
CSE 131	Introduction to Computer Science	3

• **Integration Courses (3 units):**

Code	Title	Units
ART 236A	Interaction Design: Understanding Health and Well-Being	3
CSE 256A	Introduction to Human-Centered Design	3

• **Electives (9 units, with at least one course each from CSE and Art/Design):**

Code	Title	Units
ART 332J	UX Research Methods for Design	3
ART 336B	Advanced Interaction Design	3
ART 336P	Conditional Design	3
ART 338I	Communication Design: Interaction Foundations	3
ART 432A	Interaction Design: User-Centered Applications	3
ART 440T	Advance Visual Principles for the Screen	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
CSE 450A	Video Game Programming	3
CSE 457A	Introduction to Visualization	3
CSE 556A	Human-Computer Interaction Methods	3
CSE 557A	Advanced Visualization	3
PNP 200	Introduction to Cognitive Science	3
Psych 360	Cognitive Psychology	3

Additional approved elective courses can be found by viewing the Google Docs file (https://docs.google.com/spreadsheets/d/1XZvIRmYTBVsXWBqo-WfyYtkyov5dvsnZ3vDH_4tIYag/edit/#gid=0) maintained for this program.

Electrical & Systems Engineering

About Electrical & Systems Engineering

The mission of our undergraduate programs is to instill in students the knowledge and perspective — appropriate for both a professional career and the pursuit of advanced degrees — of fields that rely on key electrical engineering and systems principles and practices. Such principles and practices include rigorous quantitative reasoning and robust engineering design.

This mission is accomplished by ensuring that students achieve both depth and breadth of knowledge in their studies and by maintaining a high degree of flexibility in the curriculum. Our programs also seek to provide good preparation for life, including the ability to communicate in written and oral forms and a desire to continue learning throughout life. In addition, these programs aim to provide the opportunity and training necessary for students to acquire the skills and attitudes to become leaders.

The department offers courses of study leading to degrees in both electrical engineering and systems science and engineering. Opportunities for study and research currently available in the department include semiconductor theory and devices, optoelectronics, nanophotonics, communication theory and systems, information theory, signal and image processing, tomographic imaging, linear and nonlinear dynamics and control, robotics, identification and estimation, multisensor fusion and navigation, computational mathematics, optimization, optimal control, autonomous systems, operations research and financial engineering. Students are encouraged to participate in research activities as soon as they have received training in the fundamentals appropriate for a given research area.

Electrical engineering is the profession for those intrigued with electrical phenomena and eager to contribute their skills to a society increasingly dependent on electricity and sophisticated electronic devices. It is a profession of broad scope, with many specialty careers designed for engineers who seek an endless diversity of career paths on the cutting edge of technology. The Institute of Electrical and Electronics Engineers publishes transactions on about 60 different topics, from aerospace and electronic systems to visualization and computer graphics. This is a breadth so great that no single electrical engineering department can hope to span it. Moreover, those fields themselves encompass still more fascinating specialties. We provide the basics; the future is the student's to shape.

Systems science and engineering is based on an approach that views an entire system of components as an entity rather than simply as an assembly of individual parts; each component is designed to fit properly with the other components rather than to function by itself. The engineering and mathematics of systems is a rapidly developing field. It is one of the most modern segments of applied mathematics as well as an engineering discipline. It is concerned with the identification, modeling, analysis, design and control of systems that are potentially as large and complex as the U.S. economy or as precise and vital as a space voyage. Its interests run from fundamental theoretical questions to the implementation of operational systems. It draws on the most modern and advanced areas of mathematics. A very important characteristic of the systems field is that its practitioners must, of necessity, interact within a wide interdisciplinary environment, not only with various engineers and scientists but also with economists, biologists and sociologists. Such interaction is both emphasized and practiced in the programs.

Our Department of Electrical & Systems Engineering offers a challenging basic curriculum, a broadly qualified faculty, and modern facilities so that students can receive a contemporary preparation for a career in electrical or systems engineering.

Undergraduate Degree Programs

The Department of Electrical & Systems Engineering (ESE) offers four undergraduate degree programs: two professional degrees and two applied science degrees. The two professional degrees are the Bachelor of Science in Electrical Engineering (BSEE) and the Bachelor of Science in Systems Science & Engineering (BSSSE). These two programs are accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The two applied science degrees are the Bachelor of Science in Applied Science (Electrical Engineering) and the Bachelor of Science in Applied Science (Systems Science & Engineering). All programs have flexible curricula as well as specific requirements, and students may elect programs of study tailored to individual interests and professional goals.

In the professional BSEE curriculum, there are required courses in electrical circuits, signals and systems, digital systems and electromagnetic fields, along with laboratory and design courses, which provide students with a common core of experience. Subsequently, the student may orient the program toward breadth so that many disciplines within the profession are spanned or toward a specialty with more emphasis on depth in one or more disciplines. Areas of specialization include modern electronics, applied physics, telecommunications, control systems, and signal and image processing.

Students in the professional BSSSE degree program take required courses in engineering mathematics, signals and systems, operations research, and automatic control systems, along with laboratory and design courses. This program emphasizes the importance of real-world applications of systems theory; accordingly, students are required to take a concentration of courses in one of the traditional areas of engineering or science. There are numerous elective courses in control theory and systems, signal processing, optimization, robotics, probability and stochastic processes, and applied mathematics.

Students enrolled in any of the ESE undergraduate degree programs have a variety of opportunities to augment their educational experience at Washington University. Students may participate in the Pre-Medical Engineering program or in the Cooperative Education program. Some students pursue double majors, in which two sets of degree requirements — either within or outside the ESE department — are satisfied concurrently.

Students who seek a broad undergraduate education in electrical engineering or systems science and engineering but who plan on careers outside of engineering may pursue the applied science degrees: Bachelor of Science in Applied Science (Electrical Engineering) and Bachelor of Science in Applied Science

(Systems Science & Engineering). These programs of study are appropriate for students planning to enter medical, law or business school and who desire a more technical undergraduate experience than what otherwise may be available to them.

The ESE department also offers a variety of educational opportunities for students enrolled in other departments. These include the second major in systems science and engineering and the second major in electrical engineering, which are open to students inside as well as outside of the McKelvey School of Engineering, such as the College of Arts & Sciences and Olin Business School. They also include the minor in quantum engineering, the minor in electrical engineering, the minor in energy engineering, the minor in mechatronics, the minor in robotics, and the minor in systems science & engineering.

Bachelor's/Master's Programs in Electrical & Systems Engineering

Students enrolled in any of the undergraduate degree programs in the McKelvey School of Engineering may choose to extend their educational experience by enrolling in a five-year Bachelor's/Master's program. The Master of Science in Electrical Engineering (MSEE), the Master of Science in Systems Science and Mathematics (MSSSM), and the Master of Science in Engineering Data Analytics and Statistics (MSEDAS) degrees are participating graduate degrees, and these may be combined with any undergraduate degree that provides the appropriate background.

General requirements for the Bachelor's/Master's programs include the residency and other applicable requirements of the university and the McKelvey School of Engineering, which are found elsewhere in this Bulletin (p. 1174). In summary, students must complete all the degree requirements for both the undergraduate and graduate degrees.

Phone: 314-935-5565
Website: <https://ese.wustl.edu/academics/undergraduate-programs/index.html>

Faculty

Chair

Bruno Sinopoli (<https://engineering.wustl.edu/Profiles/Pages/Bruno-Sinopoli.aspx>)

Das Family Distinguished Professor
PhD, University of California, Berkley

Cyberphysical systems, analysis and design of networked embedded control systems, with applications to sensor actuators networks

Endowed Professors

Shantanu Chakrabartty (<https://engineering.wustl.edu/faculty/Shantanu-Chakrabartty.html>)

Clifford W. Murphy Professor
PhD, Johns Hopkins University
New frontiers in unconventional analog computing techniques using silicon and hybrid substrates, fundamental limits of energy efficiency, sensing and resolution by exploiting computational and adaptation primitives inherent in the physics of devices

Arye Nehorai (<https://engineering.wustl.edu/faculty/Arye-Nehorai.html>)

Eugene and Martha Lohman Professor of Electrical Engineering
PhD, Stanford University
Statistical signal processing, machine learning, imaging, biomedicine

Joseph A. O'Sullivan (<https://engineering.wustl.edu/faculty/Joseph-O'Sullivan.html>)

Samuel C. Sachs Professor of Electrical Engineering
Dean, UMSL/WashU Joint Undergraduate Engineering Program
PhD, Notre Dame University
Information theory, statistical signal processing, imaging science with applications in medicine and security, and recognition theory and systems

Lan Yang (<https://engineering.wustl.edu/faculty/Lan-Yang.html>)

Edward H. & Florence G. Skinner Professor of Engineering
PhD, California Institute of Technology
Nano/micro photonics, ultra high-quality optical microcavities, ultra-low-threshold microlasers, nano/micro fabrication, optical sensing, single nanoparticle detection, photonic molecules, photonic materials

Professors

Jr-Shin Li (<https://engineering.wustl.edu/faculty/Jr-Shin-Li.html>)

Professor
PhD, Harvard University
Mathematical control theory, optimization, quantum control, biomedical applications

Neal Patwari (<https://engineering.wustl.edu/faculty/Neal-Patwari.html>)

Professor
PhD, University of Michigan
Intersection of statistical signal processing and wireless networking for improving wireless sensor networking and radiofrequency sensing

Associate Professors

ShiNung Ching (<https://engineering.wustl.edu/faculty/ShiNung-Ching.html>)

PhD, University of Michigan
Systems and control in neural medicine, nonlinear and constrained control, physiologic network dynamics, stochastic control

Matthew D. Lew (<https://engineering.wustl.edu/faculty/Matthew-Lew.html>)

PhD, Stanford University
Microscopy, biophotonics, computational imaging, nano-optics

Jung-Tsung Shen (<https://engineering.wustl.edu/faculty/Jung-Tsung-Shen.html>)

PhD, Massachusetts Institute of Technology
Theoretical and numerical investigations on nanophotonics, optoelectronics, plasmonics, metamaterials

Yong Wang (<https://engineering.wustl.edu/faculty/Yong-Wang.html>)

PhD, Washington University in St. Louis
Biomedical engineering, life science, human physiology, magnetic resonance imaging, electrocardiographic imaging

Xuan "Silvia" Zhang (<https://engineering.wustl.edu/faculty/Xuan-Silvia-Zhang.html>)

PhD, Cornell University
Robotics, cyber-physical systems, hardware security, ubiquitous computing, embedded systems, computer architecture, VLSI, electronic design automation, control optimization, biomedical devices and instrumentation

Assistant Professors

Ulugbek Kamilov (<https://engineering.wustl.edu/faculty/Ulugbek-Kamilov.html>)

PhD, École Polytechnique Fédérale de Lausanne, Switzerland
Computational imaging, signal processing, biomedical imaging

Ioannis (Yiannis) Kantaros (<https://engineering.wustl.edu/faculty/Yiannis-Kantaros.html>)

PhD, Duke University
Designs safe and distributed autonomy algorithms for large-scale multi-robot systems

Mark Lawrence

PhD, University of Birmingham
Nanophotonics, nonlinear optics, metasurfaces

Aravind Nagulu (<https://engineering.wustl.edu/faculty/Aravind-Nagulu.html>)

PhD, Columbia University
Pioneering the area of novel wave propagation based on time-variance

Chuan Wang (<https://engineering.wustl.edu/faculty/Chuan-Wang.html>)

PhD, University of Southern California
Flexible electronics, stretchable electronics, printed electronics, nanomaterials, nanoelectronics, optoelectronics

Shen Zeng (<https://engineering.wustl.edu/faculty/Shen-Zeng.html>)

PhD, University of Stuttgart
Systems and control theory, data-based analysis and control of complex dynamical systems, inverse problems, biomedical applications

Senior Professors

Paul S. Min (<https://engineering.wustl.edu/faculty/Paul-Min.html>)

PhD, University of Michigan
Routing and control of telecommunication networks, fault tolerance and reliability, software systems, network management

Robert E. Morley Jr. (<https://engineering.wustl.edu/faculty/Robert-Morley.html>)

DSc, Washington University in St. Louis
Computer engineering, lower-power VLSI design, computer architecture, signal processing, microprocessors systems design

Hiro Mukai (<https://engineering.wustl.edu/faculty/Hiro-Mukai.html>)

PhD, University of California, Berkeley
Theory and computational methods for optimization, optimal control, systems theory, electric power system operations, differential games

William F. Pickard (<https://engineering.wustl.edu/faculty/William-Pickard.html>)

PhD, Harvard University
Biological transport, electrobiology, energy engineering

Daniel L. Rode (<https://engineering.wustl.edu/faculty/Daniel-Rode.html>)

PhD, Case Western Reserve University
Optoelectronics and fiber optics, semiconductor materials, light-emitting diodes and lasers, semiconductor processing, electronics

Ervin Y. Rodin (<https://engineering.wustl.edu/faculty/Ervin-Rodin.html>)

PhD, University of Texas at Austin
Optimization, differential games, artificial intelligence, mathematical modeling

Heinz Schaettler (<https://engineering.wustl.edu/faculty/Heinz-Schaettler.html>)

PhD, Rutgers University
Optimal control, nonlinear systems, mathematical models in biomedicine

Barbara A. Shrauner (<https://engineering.wustl.edu/faculty/Barbara-Shrauner.html>)

PhD, Harvard University (Radcliffe)
Plasma processing, semiconductor transport, symmetries of nonlinear differential equations

Donald L. Snyder (<https://engineering.wustl.edu/faculty/Donald-Snyder.html>)

PhD, Massachusetts Institute of Technology
Communication theory, random process theory, signal processing, biomedical engineering, image processing, radar

Barry E. Spielman (<https://engineering.wustl.edu/faculty/Barry-Spielman.html>)

PhD, Syracuse University
High-frequency/high-speed devices, radiofrequency and microwave integrated circuits, computational electromagnetics

Tzyh Jong Tarn (<https://engineering.wustl.edu/faculty/TJ-Tarn.html>)

DSc, Washington University
Quantum mechanical systems, bilinear and nonlinear systems, robotics and automation, life science automation

Professors of Practice

Dedric Carter (<https://engineering.wustl.edu/faculty/Dedric-Carter.html>)

PhD, Nova Southeastern University
MBA, MIT Sloan School of Management

Dennis Mell (<https://engineering.wustl.edu/faculty/Dennis-Mell.html>)

MS, University of Missouri–Rolla
Industrial automation, robotics and mechatronics, product design and development with design-for-manufacturability emphasis, prototyping, manufacturing

Ed Richter (<https://engineering.wustl.edu/faculty/Ed-Richter.html>)

MS, Washington University
Signal processing applications implemented on a variety of platforms, including ASIC, FPGA, DSP, microcontroller and desktop computers

Jason Trobaugh (<https://engineering.wustl.edu/faculty/Jason-Trobaugh.html>)

DSc, Washington University
Ultrasound imaging, diffuse optical tomography, image-guided therapy, ultrasonic temperature imaging

Teaching Professor

James Feher (<https://engineering.wustl.edu/faculty/James-Feher.html>)

PhD, Missouri University of Science and Technology
Electrical engineering, computer science, mathematics and physics

Senior Lecturers

Martha Hasting (<https://engineering.wustl.edu/faculty/Martha-Hasting.html>)

PhD, Saint Louis University
Mathematics education

Vladimir Kurenok (<https://engineering.wustl.edu/faculty/Vladimir-Kurenok.html>)

PhD, Belarus State University (Minsk, Belarus)
Probability and stochastic processes, stochastic ordinary and partial differential equations, financial mathematics

Jinsong Zhang (<https://engineering.wustl.edu/faculty/Jinsong-Zhang.html>)

PhD, University of Miami
Modeling and performance analysis of wireless sensor networks, multi-source information fusion, ambiguous and incomplete information processing

Lecturers

Tsitsi Madziwa-Nussinov (<https://engineering.wustl.edu/faculty/Tsitsi-Nussinov.html>)

PhD, University of California, Los Angeles

Dorothy Wang (<https://engineering.wustl.edu/faculty/Yunjing-Dorothy-Wang.html>)

PhD, Virginia Tech
Fiber optic sensing and practical experience in sensor implementation and field test

Professors Emeriti

R. Martin Arthur (<https://engineering.wustl.edu/faculty/Martin-Arthur.html>)

Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering
PhD, University of Pennsylvania
Ultrasonic imaging, electrocardiography

David L. Elliott

PhD, University of California, Los Angeles
Mathematical theory of systems, nonlinear difference, differential equations

Majors

Please visit the following pages for more information about our majors:

- Bachelor of Science in Electrical Engineering (p. 1243)
- Bachelor of Science in Systems Science & Engineering (p. 1245)
- Bachelor of Science in Computer Engineering (p. 1246)
- Bachelor of Science in Applied Science (Electrical Engineering) (p. 1247)

- Bachelor of Science in Applied Science (Systems Science & Engineering) (p. 1248)
- Second Major in Electrical Engineering (p. 1248)
- Second Major in Systems Science & Engineering (p. 1249)
- Second Major in Financial Engineering (p. 1250)

Minors

Please visit the following pages for more information about our minors:

- Minor in Electrical Engineering (p. 1250)
- Minor in Energy Engineering (p. 1251)
- Minor in Mechatronics (p. 1252)
- Minor in Robotics (p. 1252)
- Minor in Systems Science & Engineering (p. 1253)
- Minor in Quantum Engineering (p. 1253)

Courses

Visit online course listings to view semester offerings for E35 ESE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E35&crslvl=1:5>).

E35 ESE 105 Introduction to Electrical and Systems Engineering

This course will offer students a rigorous introduction to fundamental mathematical underpinnings of ESE and their relationship to a number of contemporary application areas. Major emphasis will be placed on linear algebra and associated numerical methods, including the use of MATLAB. Topics covered will include vector spaces, linear transformations, matrix manipulations and eigenvalue decomposition. Students will learn how this mathematical theory is enacted in ESE through the completion of four case studies spanning application areas: (i) Dynamical Systems and Control, (ii) Imaging, (iii) Signal Processing, and (iv) Circuits.
Credit 4 units. EN: TU

E35 ESE 2001 Experience Research in ESE

This course provides students with an initial exposure to research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty mentor, and will amount to 2-4 hours of commitment per week. Examples of such activities include, but are not limited to, observation of laboratory experiments, attendance of weekly group meetings, discussions with the mentor, or independent readings. The course is suitable for students at all levels.
Credit 1 unit.

E35 ESE 205 Introduction to Engineering Design

This is a hands-on course in which students, in groups of two or three, will creatively develop projects and solve problems throughout the semester using tools from electrical and systems engineering. Groups will work under the supervision of an academic team consisting of faculty and higher-level students. Project objectives will be set by the academic team in

collaboration with each student group. Evaluation will consider completion of these objectives as well as the originality and innovation of the projects. A weekly 90-minute lab with the academic team is required. Prerequisites: CSE 131, Physics 197, or equivalent. Corequisites: ESE 105, Phy192. Credit 3 units. EN: TU

E35 ESE 230 Introduction to Electrical and Electronic Circuits

Electrical energy, current, voltage, and circuit elements. Resistors, Ohm's Law, power and energy, magnetic fields and DC motors. Circuit analysis and Kirchhoff's voltage and current laws. Thevenin and Norton transformations and the superposition theorem. Measuring current, voltage and power using ammeters and voltmeters. Energy and maximum electrical power transfer. Computer simulations of circuits. Reactive circuits, inductors, capacitors, mutual inductance, electrical transformers, energy storage, and energy conservation. RL, RC and RLC circuit transient responses. AC circuits, complex impedance, RMS current and voltage. Electrical signal amplifiers and basic operational amplifier circuits. Inverting, non-inverting, and difference amplifiers. Voltage gain, current gain, input impedance, and output impedance. Weekly laboratory exercises related to the lectures are an essential part of the course. Prerequisite: L31 192 and L31 192L. Corequisite: L24 217. Credit 4 units. EN: TU

E35 ESE 232 Introduction to Electronic Circuits

Analysis and design of linear and nonlinear electronic circuits. Detailed analysis of operational amplifier circuits, including non-ideal characteristics. Terminal characteristics of active semiconductor devices. Incremental and DC models for diodes, metal-oxide-semiconductor field effect transistors (MOSFETs), and bipolar junction transistors (BJTs). Design and analysis of single- and multi-stage amplifiers. Introduction to CMOS logic as well as static and dynamic memory circuits. Students will be required to design, analyze, build and demonstrate several of the circuits studied, including frequency response analysis and use of simulation tools. Prerequisite: ESE 230. Credit 3 units. EN: TU

E35 ESE 260 Introduction to Digital Logic and Computer Design

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisite: CSE 131. Same as E81 CSE 260M. Credit 3 units. EN: TU

E35 ESE 2971 Introduction to Research in ESE

This course provides students with an introductory experience with research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty

mentor, and will amount to 4-6 hours of commitment per week. The research activities will enable the student to gain a deeper understanding of ongoing research related to the mentor's field, or in an area mutually agreed upon by the mentor and the student. The student may also have an opportunity to actively participate in ongoing research activities, such as through assistance of graduate students or postdoctoral associates. Because activities may be unstructured, this course is will require strong time-management skills and self-discipline. The final grade will be determined on the basis of a set of deliverables that are agreed upon by the student and faculty member. Credit 2 units.

E35 ESE 318 Engineering Mathematics A

Laplace transforms; matrix algebra; vector analysis; eigenvalues and eigenvectors; vector differential calculus and vector integral calculus in three dimensions. Prerequisites: Math 233 and Math 217 or their equivalents. Credit 3 units.

E35 ESE 319 Engineering Mathematics B

Power series and Frobenius series solutions of differential equations; Legendre's equation; Bessel's equation; Fourier series and Fourier transforms; Sturm-Liouville theory; solutions of partial differential equations; wave and heat equations. Prerequisites: Math 233 and Math 217 or their equivalents. Credit 3 units.

E35 ESE 326 Probability and Statistics for Engineering

Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications. Prerequisites: Math 233 or equivalent. Credit 3 units. EN: TU

E35 ESE 330 Engineering Electromagnetics Principles

Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines, TEM modes, including treatment of general lossless lines, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts. Prerequisites: Physics 198 and ESE 318 En Math A. Corequisite: ESE 319 En Math B. Credit 3 units. EN: BME T, TU

E35 ESE 3301 Electromagnetics Laboratory: Spectrum from Radio to Photonics

Engineering electromagnetics focuses on applying electromagnetic theory to modern technologies including communication, sensing, imaging and medical engineering. This laboratory course provides students with hands-on and practical exposure to the topics covering the electromagnetic spectrum from microwave to optics. Weekly labs will cover topics such as the following: microwave propagation and coupling, transmission

line, antenna, RF circuits, basic optoelectronic devices, Fourier optics, light microscopy, holography, light polarization, electro-optics and fiber optics. Students are expected to carry out tests and measurements; analyze, interpret and present experiment data; learn how to perform engineering analysis and design when electromagnetic principles are applied; and gain in-depth understanding of the physics and mathematics underlying the techniques. Corequisite: E35 ESE 330, E35 ESE 351
Credit 3 units. EN: BME T, TU

E35 ESE 331 Electronics Laboratory

Laboratory exercises provide students with a combination of hands-on experience in working with a variety of real instruments and in summarizing measurement results in written reports that clearly communicate laboratory results. A sequence of lab experiments provide hands-on experience with grounding and shielding techniques, signal analysis, realistic operational amplifier (op amp) characterization, op amp based active filter design and characterization, measurement of pulses propagating on a transmission line with various terminations, experience with FM modulation using phase locked loops and microwave techniques based on the vector network analyzer (VNA). Students will gain experience working with: sampling oscilloscopes to make measurements in the time and frequency domains, signal generators, digital multimeter and frequency measurements, microwave VNA measurements of directional coupler and antenna scattering parameters, and in creating circuits and making connections on contemporary circuit boards. The course concludes with a hands-on project to design, demonstrate and document the design of an electronic component. Prerequisite: ESE 232
Credit 3 units. EN: BME T, TU

E35 ESE 332 Power, Energy and Polyphase Circuits

Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical power systems; polyphase circuit theory and calculations; principal elements of electrical systems such as transformers, rotating machines, control and protective devices, their description and characteristics; elements of industrial power system design. Prerequisite: ESE 230.
Credit 3 units. EN: BME T, TU

E35 ESE 351 Signals and Systems

This course presents an introduction to concepts and methodology of linear dynamic systems in relation to discrete- and continuous-time signals. Topics include mathematical modeling; representation of systems and signals; Fourier, Laplace, and Z-transforms and convolution; input-output description of linear systems, including impulse response and transfer function; time-domain and frequency-domain system analysis, including transient and steady-state responses, system modes, stability, frequency spectra, and frequency responses; and system design, including filter, modulation, and sampling theorem. Continuity is emphasized from analysis to synthesis. MATLAB will be used. Prerequisites: Physics 117A-118A, Math 217, CSE 131, Matlab, matrix addition and multiplication, and ESE 105 or ESE 230; Corequisite: ESE 318.
Credit 3 units. EN: BME T, TU

E35 ESE 359 Signals, Data and Equity

This course introduces the design of classification and estimation systems for equity -- that is, with the goal of reducing the inequities of racism, sexism, xenophobia, ableism, and other systems of oppression. Systems that change the allocation of resources among people can increase inequity due to their inputs, the systems themselves, or how the systems interact in the context in which they are deployed. This course presents background in power and oppression to help predict how new technological and societal systems might interact and when they might confront or reinforce existing power systems. Measurement theory -- the study of the mismatch between a system's intended measure and the data it actually uses -- is covered. Multiple examples of sensing and classification systems that operate on people (e.g., optical, audio, and text sensors) are covered by implementing algorithms and quantifying inequitable outputs. Prerequisite: ESE 105 or CSE 217A or CSE 417T. Background readings will be available.
Credit 3 units. EN: BME T, TU

E35 ESE 362 Computer Architecture

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: Processor architecture, Instruction Set Architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.
Same as E81 CSE 362M
Credit 3 units. EN: BME T, TU

E35 ESE 400 Independent Study

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Not open to first-year or graduate students. Consult adviser. Hours and credit to be arranged.
Credit variable, maximum 3 units.

E35 ESE 401 Fundamentals of Engineering Review

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science, and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included.
Same as E37 MEMS 4001
Credit 1 unit.

E35 ESE 403 Operations Research

Introduction to the mathematical aspects of various areas of operations research, with additional emphasis on problem formulation. This is a course of broad scope, emphasizing both the fundamental mathematical concepts involved, and also aspects of the translation of real-world problems to an appropriate mathematical model. Subjects to be covered include linear and integer programming, network problems, and dynamic programming. Prerequisites: CSE 131, Math 309, and ESE 326, or permission of instructor.
Credit 3 units. EN: BME T, TU

E35 ESE 4031 Optimization for Engineered Planning, Decisions and Operations

The goal of the course is to introduce students to discrete optimization and decision-making methods as well as their application domains ranging from finance to robotics. This course will cover linear programming, integer programming, and dynamic programming from theoretical and application perspectives. Special emphasis will be given on modeling real-world problems as optimization problems as well as on designing techniques to address them. The use of methods will be demonstrated on numerous concrete examples (e.g., scheduling, operation management, robot planning and control) solved using MatLab or Python. Prerequisites: E35 ESE 105 (or both E81 CSE 131 and L24 Math 309), L24 Math 217; E35 ESE 326; or permission of the instructor.
Credit 3 units. EN: BME T, TU

E35 ESE 404 Applied Operations Research

Application of operations research techniques to real-world problems. Emphasis is given to integer linear programming and computational methods. Real-world examples of integer programs will be studied in areas such as network flow, facility location, partitioning, matching, and transportation. Special emphasis will be placed on techniques used to solve integer programs. Prerequisites: ESE 403 and CSE 131.
Credit 3 units. EN: BME T, TU

E35 ESE 405 Reliability and Quality Control

An integrated analysis of reliability and quality control function in manufacturing. Statistical process control, acceptance sampling, process capability analysis, reliability prediction, design, testing, failure analysis and prevention, maintainability, availability, and safety are discussed and related. Qualitative and quantitative aspects of statistical quality control and reliability are introduced in the context of manufacturing. Prerequisite: ESE 326 or equivalent.
Credit 3 units. EN: BME T, TU

E35 ESE 415 Optimization

This course gives a rigorous and comprehensive introduction of fundamentals of nonlinear optimization theory and computational methods. Topics include unconstrained and constrained optimization, quadratic and convex optimization, numerical optimization methods, optimality conditions, and duality theory. Algorithmic methods include Steepest Descent, Newton's method, Conjugate Gradient methods as well as exact and inexact line search procedures for unconstrained optimization. Constrained optimization methods include penalty and multiplier methods. Applications range from engineering and physics to economics. Moreover, generalized programming, interior point methods, and semi-definite programming will be discussed if time permits. Prerequisites: CSE 131, Math 309 and ESE 318 or permission of instructor.
Credit 3 units. EN: BME T, TU

E35 ESE 417 Introduction to Machine Learning and Pattern Classification

This course provides a broad introduction to machine learning and statistical pattern classification. Students will study theoretical foundations of learning and several important supervised and unsupervised machine learning methods and algorithms, including linear model of regression and classification, logistic regression, Bayesian learning methods,

neural networks, nearest neighbor method, support vector machines methods, clustering methods and principal component analysis. Students will also learn to use Python programming language to implement learned models and methods to solve pattern classification problems. Prerequisites: ESE 326, Math 233, and Python programming experience.
Credit 3 units. EN: BME T, TU

E35 ESE 425 Random Processes and Kalman Filtering

Probability and random variables; random processes, autocorrelation, power spectral density; transient and steady-state analysis of linear dynamic systems and random inputs, filters, state-space, discretization; optimal estimation; the discrete Kalman filter; linearization and the extended Kalman filter for nonlinear dynamic systems; related MATLAB exercises. Prerequisite: ESE 326 and ESE 351 or equivalent.
Credit 3 units. EN: BME T, TU

E35 ESE 4261 Statistical Methods for Data Analysis with Applications to Financial Engineering

Introduction to modern methods of statistical data analysis. Data will be used primarily from the financial industry. The course is both computational and mathematical in nature. Most facts will be stated in a rigorous manner, motivated by applications and justified at an intuitive level, but usually not proven rigorously. Emphasis will be on the relevance of concepts and the practical use of tools. A broad range of topics will be covered, including some standard techniques of univariate and multivariate data analysis (histograms, kernel density estimators, Q-Q plots), Monte Carlo simulations and calculations, analysis of heavy tailed data, use of copulas, various parametric and non-parametric regression models, both local and nonlocal, as well as analysis of time series data and Kalman filtering. Methods will be demonstrated on numerous concrete examples, with extensive use of the programming language R. Prerequisite: ESE 326
Credit 3 units. EN: BME T, TU

E35 ESE 427 Financial Mathematics

This course is a self-contained introduction to financial mathematics at the undergraduate level. Topics to be covered include pricing of the financial instruments such as options, forwards, futures and their derivatives along with basic hedging techniques and portfolio optimization strategies. The emphasis is put on using of discrete, mostly binary models. The general, continuous case including the concepts of Brownian motion, stochastic integral, and stochastic differential equations, is explained from intuitive and practical point of view. Among major results discussed are the Arbitrage Theorem and Black-Scholes differential equations and their solutions. Prerequisites: ESE 318 and ESE 326 or the consent of the instructor.
Credit 3 units. EN: BME T, TU

E35 ESE 429 Basic Principles of Quantum Optics and Quantum Information

This course provides an accessible introduction to quantum optics and quantum engineering for undergraduate students. It will cover the following topics: concept of photons, quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, sub-/super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, and atoms in

cavities. The course will also provide an overview for quantum information processing, including quantum computing, quantum cryptography, and teleportation. Prerequisite: ESE 318 or equivalent.

Credit 3 units. EN: BME T, TU

E35 ESE 4301 Quantum Mechanics for Engineers

This course provides an accessible introduction to quantum mechanics and quantum engineering for undergraduate students. Examples are drawn from practical areas of applications of quantum engineering. This course covers the following topics and examples: quantum mechanics and nanotechnology, Schrodinger's equation, electron transport in various potential profiles, quantum dots and defects, harmonic oscillator, nano-mechanical oscillator and quantum LC circuit, Stark effect in semiconductors, Bloch theorem, crystal and band structures, Kronig-Penney and tight-binding models, semiclassical and quantum descriptions of light-atom interactions, spontaneous and stimulated emissions, quantum flip-flops, approximate methods in quantum mechanics, spin, quantum gyroscope, spin transistor, and many-particle quantum mechanics for bosons and fermions. Prerequisites: Simple differential equations and matrix algebra at the level of ESE 318/319 Engineering Mathematics A/B or equivalent and familiarity with a modern scientific computing software package (e.g., MATLAB, Mathematica).

Credit 3 units. EN: BME T, TU

E35 ESE 431 Introduction to Quantum Electronics

Describing the flow of electrical current in nanodevices involves a lot more than just quantum mechanics; it requires an appreciation of some of the most advanced concepts of non-equilibrium statistical mechanics. In the past decades, electronic devices have been shrinking steadily to nanometer dimensions, and quantum transport has accordingly become increasingly important not only to physicists but also to electrical engineers. Traditionally, these topics are spread out over many physics/chemistry/engineering courses that take many semesters to cover. The main goal of this course is to condense the essential concepts into a one-semester course that is accessible to both senior-level undergraduate and junior-level graduate students. The only background assumed for the students interested in taking this course is knowledge of simple differential equations and matrix algebra as well as familiarity with a modern scientific computing software package (e.g., MATLAB, Mathematica). This course will be accessible to students with diverse backgrounds in electrical engineering, physics, chemistry, biomedical engineering, and mathematics.

Credit 3 units. Art: NSM EN: TU

E35 ESE 433 Radio Frequency and Microwave Technology for Wireless Systems

Focus is on the components and associated techniques employed to implement analog and digital radio frequency (RF) and microwave (MW) transceivers for wireless applications, including: cell phones; pagers; wireless local area networks; global positioning satellite-based devices; and RF identification systems. A brief overview of system-level considerations is provided, including modulation and detection approaches for analog and digital systems; multiple-access techniques and wireless standards; and transceiver architectures. Focus is on RF and MW: transmission lines; filter design; active component modeling; matching and biasing networks; amplifier design; and mixer design. Prerequisite: ESE 330.

Credit 3 units. EN: BME T, TU

E35 ESE 434 Solid-State Power Circuits and Applications

Study of the strategies and applications power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives and consumer electronics. Introduction to power diodes, thyristors and MOSFETs. Prerequisites: ESE 232, ESE 351.

Credit 3 units. EN: BME T, TU

E35 ESE 435 Electrical Energy Laboratory

Experimental studies of principles important in modern electrical energy systems. Topics include: AC power measurements, electric lighting, photovoltaic cells and arrays, batteries, DC-DC and DC-AC converters, brushed and brushless DC motors and three-phase circuits. Each experiment requires analysis, simulation with MultiSim, and measurement via LabVIEW and the Elvis II platform. Prerequisites: ESE 230 and 351.

Credit 3 units. EN: BME T, TU

E35 ESE 436 Semiconductor Devices

This course covers the fundamentals of semiconductor physics and operation principles of modern solid-state devices such as homo- or hetero-junction diodes, solar cells, inorganic/organic light-emitting diodes, bipolar junction transistors, and metal-oxide-semiconductor field-effect transistors. These devices form the basis for today's semiconductor and integrated circuit industry. In addition to device physics, semiconductor device fabrication processes, new materials, and novel device structures will also be briefly introduced. At the end of this course, students will be able to understand the characteristics, operation, limitations and challenges faced by state-of-the-art semiconductor devices. This course will be particularly useful for students who wish to develop careers in the semiconductor industry. Prerequisite: ESE 232.

Credit 3 units. EN: BME T, TU

E35 ESE 438 Applied Optics

Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices. Prerequisite: ESE 330 or equivalent.

Credit 3 units. EN: BME T, TU

E35 ESE 439 Introduction to Quantum Communications

This course covers the following topics: quantum optics, single-mode and two-mode quantum systems, nonlinear optics, and quantum systems theory. Specific topics include the following: Dirac notation quantum mechanics; harmonic oscillator quantization; number states, coherent states, and squeezed states; direct, homodyne, and heterodyne detection; linear propagation loss; phase insensitive and phase sensitive amplifiers; entanglement and teleportation; field quantization; quantum photodetection; phase-matched interactions; optical parametric amplifiers; generation of squeezed states, photon-twin beams, non-classical fourth-order interference, and polarization entanglement; optimum binary detection; quantum precision measurements; and quantum cryptography. Prerequisites: ESE 330 or Physics 421; Physics 217 or equivalent.

Credit 3 units. EN: TU

E35 ESE 441 Control Systems

Introduction to the theory and practice of automatic control for dynamical systems. Dynamical systems as models for physical and observed phenomena. Mathematical representation of dynamical systems, such as state-space differential and difference equations, transfer functions, and block diagrams. Analysis of the time evolution of a system in response to control inputs, steady-state and transient responses, equilibrium points and their stability. Control via linear state feedback, and estimation using Leunberger observers. Relating the time response of a system to its frequency response, including Bode and Nyquist plots. Input-output stability and its relation to the stability of equilibrium points. Simple frequency-based controllers, such as PID and lead-lag compensators. Exercise involving the use of MATLAB/Simulink (or equivalent) to simulate and analyze systems. Prerequisites: CSE 131, and either ESE 351 or MEMS 431.

Credit 3 units. EN: BME T, TU

E35 ESE 444 Sensors and Actuators

This course provide engineering students with basic understanding of two of the main components of any modern electrical or electromechanical system: sensors as inputs and actuators as outputs. The covered topics include transfer functions, frequency responses and feedback control; component matching and bandwidth issues; performance specification and analysis; sensors: analog and digital motion sensors, optical sensors, temperature sensors, magnetic and electromagnetic sensors, acoustic sensors, chemical sensors, radiation sensors, torque, force and tactile sensors; actuators: stepper motors, DC and AC motors, hydraulic actuators, magnet and electromagnetic actuators, acoustic actuators; introduction to interfacing methods: bridge circuits, A/D and D/A converters, and microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering. Prerequisites: one of the following four conditions: (1) prerequisite of ESE 230 and corequisite of ESE 351; (2) prerequisites of ESE 230, ESE 318 and MEMS 255 (Mechanics II); (3) prerequisite of ESE 351; or (4) permission of instructor. Credit 3 units. EN: BME T, TU

E35 ESE 446 Robotics: Dynamics and Control

Homogeneous coordinates and transformation matrices. Kinematic equations and the inverse kinematic solutions for manipulators, the manipulator Jacobian and the inverse Jacobian. General model for robot arm dynamics, complete dynamic coefficients for six-link manipulator. Synthesis of manipulation control, motion trajectories, control of single- and multiple-link manipulators, linear optimal regulator. Model reference adaptive control, feedback control law for the perturbation equations along a desired motion trajectory. Design of the control system for robotics. Prerequisites: ESE 351, knowledge of a programming language, and ESE 318; Corequisite: ESE 441.

Credit 3 units. EN: BME T, TU

E35 ESE 448 Systems Engineering Laboratory

This course involves the experimental study of real and simulated systems and their control. Topics include identification, input-output analysis, and design and implementation of control systems; noise effects; and the design and implementation of control laws for specific engineering problems. Knowledge of a programming language is expected. Corequisite: ESE 441 or permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 4480 Control Systems Design Laboratory

This course involves the experimental study of real and simulated systems and their control. Topics covered will include modeling; identification; model validation and control of systems, including noise effects, using a two-link robotic manipulator as an experimental testbed; mathematical modeling of robotic systems; nonlinear and linearized models; input-output and state-space techniques; model validation and simulation; and stabilization using linear and nonlinear control techniques. Prerequisite: ESE 351 or MEMS 431. Corequisite or prerequisite: ESE 441.

Credit 3 units. EN: BME T, TU

E35 ESE 4481 Autonomous Aerial Vehicle Control Laboratory

This course covers the integration of dynamical systems and control engineering principles toward the manipulation of a quadrotor unmanned aerial vehicle (UAV), sometimes referred to as a drone. Students will analytically transform a nonlinear description of the UAV system used for dynamic simulation into a conventional, linear state space system. Students will use key control engineering concepts -- including system identification, state estimation and control synthesis -- to command their UAVs to hover, climb, and orbit. In addition to principles of estimation and identification, students will learn about the theory of guidance and navigation, with projects such as flight planning and execution, collision avoidance, and competitive or cooperative tasks (e.g., formation flight). The overall objective is to expose students to the fusion of control, estimation, and identification techniques that are fundamental to systems theory. Prerequisites: ESE 441 and knowledge of a programming language, or permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 449 Digital Process Control Laboratory

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project. Prerequisite: E35 ESE 441 or E44 EECE 401 or permission of instructor Same as E44 EECE 424

Credit 3 units. EN: BME T, TU

E35 ESE 460 Switching Theory

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M.

Same as E81 CSE 460T

Credit 3 units. EN: BME T, TU

E35 ESE 461 Design Automation for Integrated Circuit Systems

Integrated circuit systems provide the core technology that power today's most advanced devices and electronics: smart phones, wearable devices, autonomous robots, and cars, aerospace or medical electronics. These systems often consist of silicon microchips made up by billions of transistors and contain various components such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces, therefore design automation is critical to tackle the design complexity at the system level. The objectives of this course is to 1) introduce transistor-level analysis of basic digital logic circuits; 2) provide a general understanding of hardware description language (HDL) and design automation tools for very large scale integrated (VLSI) systems; 3) expose students to the design automation techniques used in the best-known academic and commercial systems. Topics covered include device and circuits for digital logic circuits, digital IC design flow, logic synthesis, physical design, circuit simulation and optimization, timing analysis, power delivery network analysis. Assignments include homework, mini-projects, term paper and group project. Prerequisites: ESE 232; ESE 260.
Credit 3 units. EN: BME T, TU

E35 ESE 462 Computer Systems Design

Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation and do schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Revised: 2019-02-22 Same as E81 CSE 462M
Credit 3 units. EN: BME T, TU

E35 ESE 463 Digital Integrated Circuit Design and Architecture

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232.
Same as E81 CSE 463M
Credit 3 units. EN: BME T, TU

E35 ESE 465 Digital Systems Laboratory

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: ESE 260.

Credit 3 units. EN: BME T, TU

E35 ESE 469 Fundamentals of Machine Learning Hardware

This course provides an overview of machine learning algorithms and hardware; inference engines; training engines; emerging hardware architectures; performance analysis; and testing of machine learning accelerators. Prerequisites: ESE 417 or equivalent, ESE 260 or equivalent, and working knowledge of MATLAB.
Credit 3 units. EN: BME T, TU

E35 ESE 471 Communications Theory and Systems

Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber and cellular radio. Prerequisites: ESE 351 and ESE 326.
Credit 3 units. EN: BME T, TU

E35 ESE 474 Introduction to Wireless Sensor Networks

This is an introductory course on wireless sensor networks for senior undergraduate students. The course uses a combination of lecturing, reading, and discussion of research papers to help each student to understand the characteristics and operations of various wireless sensor networks. Topics covered include sensor network architecture, communication protocols on Medium Access Control and Routing, sensor network operation systems, sensor data aggregation and dissemination, localization and time synchronization, energy management, and target detection and tracking using acoustic sensor networks. Prerequisite: ESE 351 (Signals and Systems).
Credit 3 units. EN: BME T, TU

E35 ESE 482 Digital Signal Processing

Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The Discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithms. Prerequisite: ESE 351.
Credit 3 units. EN: BME T, TU

E35 ESE 488 Signals and Communication Laboratory

Laboratory exercises in digital signal processing, data conversion and communications using modern laboratory techniques and apparatus based on National Instruments LabVIEW and ELVIS II workstations. A laboratory course designed to complement the traditional ESE course offerings in signal processing and communication theory. Signals and systems fundamentals: continuous-time and discrete-time linear time-invariant systems, frequency response, oversampled and noise-shaped A/D conversion. Digital signal processing: FIR and IIR digital filter design, application of the Fast Fourier Transform. Communication theory: baseband, digital communication,

amplitude modulation, phase modulation, bandpass digital communication. Laboratory experiments involve analog and digital electronics. Computer workstations and modern computational software used extensively for system simulation and real-time signal processing. Prerequisite: ESE 351. Credit 3 units. EN: BME T, TU

E35 ESE 497 Undergraduate Research

Undergraduate research under the supervision of a faculty member. The scope and depth of the research must be approved by the faculty member prior to enrollment. A written final report and a webpage describing the research are required. Credit variable, maximum 3 units.

E35 ESE 498 Electrical Engineering Capstone Design Projects

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a webpage on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: This course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course. Credit 3 units. EN: BME T, TU

E35 ESE 499 Systems Science and Engineering Capstone Design Project

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a webpage on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: This course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course. Credit 3 units. EN: BME T, TU

E35 ESE 500 Independent Study

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Prerequisite: Students must have the ESE Research/Independent Study Registration Form approved by the department.

Credit variable, maximum 3 units.

E35 ESE 5001 Research Rotation for ESE Masters Students

Masters students in Electrical and Systems Engineering may complete a rotation their first semester with research mentors acceptable to the Department. The rotations must be mutually agreeable to both the student and faculty member. The grade will be assigned based on a written report from the rotation. The rotation allows students to sample different research projects and laboratory working environments, to enable matching masters students and research mentors with whom they will carry out thesis research.

Credit 3 units.

E35 ESE 501 Mathematics of Modern Engineering I

Matrix algebra: systems of linear equations, vector spaces, linear independence and orthogonality in vector spaces, eigenvectors and eigenvalues; vector calculus: gradient, divergence, curl, line and surface integrals, theorems of Green, Stokes, and Gauss; Elements of Fourier analysis and its applications to solving some classical partial differential equations, heat, wave, and Laplace equation. Prerequisites: ESE 318 and ESE 319 or equivalent or consent of instructor. This course will not count toward the ESE doctoral program.

Credit 3 units. EN: BME T, TU

E35 ESE 502 Mathematics of Modern Engineering II

This course covers Fourier series and Fourier integral transforms and their applications to solving some partial differential equations and heat and wave equations. It also presents complex analysis and its applications to solving real-valued problems, including analytic functions and their role, Laurent series representation, complex-valued line integrals and their evaluation (including the residual integration theory), and conformal mappings and their applications. Prerequisites: ESE 318 and ESE 319 or equivalent, or permission of instructor. This course will not count toward the ESE doctoral program.

Credit 3 units. EN: BME T, TU

E35 ESE 513 Large-Scale Optimization for Data Science

Large-scale optimization is an essential component of modern data science, artificial intelligence, and machine learning. This graduate-level course rigorously introduces optimization methods that are suitable for large-scale problems arising in these areas. Students will learn several algorithms suitable for both smooth and nonsmooth optimization, including gradient methods, proximal methods, mirror descent, Nesterov's acceleration, ADMM, quasi-Newton methods, stochastic optimization, variance reduction, and distributed optimization. Throughout the course, we will discuss the efficacy of these methods in concrete data science problems, under appropriate statistical models. Students will be required to program in Python or MATLAB. Prerequisites: CSE 247, Math 309, (Math 3200 or ESE 326), ESE 415.

Credit 3 units. EN: TU

E35 ESE 519 Convex Optimization

Concentrates on recognizing and solving convex optimization problems that arise in applications. Convex sets, functions, and optimization problems. Basics of convex analysis. Least-squares, linear and quadratic programs, semidefinite programming, minimax, extremal volume, and other problems. Optimality conditions, duality theory, theorems of alternative,

and applications. Interior-point methods. Applications to signal processing, statistics and machine learning, control and mechanical engineering, digital and analog circuit design, and finance. Prerequisites: Math 309 and ESE 415.

Credit 3 units.

E35 ESE 520 Probability and Stochastic Processes

This course covers a review of probability theory; models for random signals and noise; calculus of random processes; noise in linear and nonlinear systems; representation of random signals by sampling and orthonormal expansions; and Poisson, Gaussian, and Markov processes as models for engineering problems. Prerequisite: ESE 326.

Credit 3 units. EN: BME T, TU

E35 ESE 523 Information Theory

Discrete source and channel model, definition of information rate and channel capacity, coding theorems for sources and channels, encoding and decoding of data for transmission over noisy channels. Corequisite: ESE 520.

Credit 3 units. EN: BME T, TU

E35 ESE 524 Detection and Estimation Theory

Study of detection and estimation of signals in noise. Linear algebra, vector spaces, independence, projections. Data independence, factorization theorem and sufficient statistics. Neyman-Pearson and Bayes detection. Least squares, maximum-likelihood and maximum a posteriori estimation of signal parameters. Conjugate priors, recursive estimation, Wiener and Kalman filters. Prerequisite: ESE 520.

Credit 3 units. EN: BME T, TU

E35 ESE 526 Network Science

This course focuses on fundamental theory, modeling, structure, and analysis methods in network science. The first part of the course includes basic network models and their mathematical principles. Topics include a review of graph theory, random graph models, scale-free network models and dynamic networks. The second part of the course includes structure and analysis methods in network science. Topics include network robustness, community structure, spreading phenomena and clique topology. Applications of the topics covered by this course include social networks, power grid, internet, communications, protein-protein interactions, epidemic control, global trade, neuroscience, etc. Prerequisites: ESE 520 (Probability and Stochastic Processes), Math 429 (Linear Algebra) or equivalent.

Credit 3 units.

E35 ESE 527 Practicum in Data Analytics & Statistics

In this course, students will learn through hands-on experience the application of analytics to support data-driven decisions. Through lectures and the execution of a project (to be defined at the beginning of the semester), students will learn to use descriptive, predictive, and prescriptive analytics. Lectures will focus on presenting analytic topics relevant to the execution of the project, including analytic model development, data quality and data models, review of machine learning algorithms (unsupervised, supervised, and semi-supervised approaches), model validation, insights generation and results communication, and code review and code repository. Students are expected to demonstrate the application of these concepts through the execution of a one-semester project. Students can propose their own projects or choose from a list of projects made available

by the lecturer. Projects should reflect real-world problems with a clear value proposition. Progress will be evaluated and graded periodically during the semester, and the course will include a final presentation open to the academic community. Prerequisites: ESE 520 (or Math 493 and 494), ESE 417 or CSE 417T, ESE 415, and declaration of the MS in DAS.

Credit 3 units. EN: BME T, TU

E35 ESE 531 Nano and Micro Photonics

This course focuses on fundamental theory, design, and applications of photonic materials and micro/nano photonic devices. It includes review and discussion of light-matter interactions in nano and micro scales, propagation of light in waveguides, nonlinear optical effect and optical properties of nano/micro structures, the device principles of waveguides, filters, photodetectors, modulators and lasers. Prerequisite: ESE 330.

Credit 3 units. EN: BME T, TU

E35 ESE 532 Introduction to Nano-Photonic Devices

Introduction to photon transport in nano-photonic devices. This course focuses on the following topics: light and photons, statistical properties of photon sources, temporal and spatial correlations, light-matter interactions, optical nonlinearity, atoms and quantum dots, single- and two-photon devices, optical devices, and applications of nano-photonic devices in quantum and classical computing and communication. Prerequisites: ESE 330 and Physics 217, or permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 536 Introduction to Quantum Optics

This course covers the following topics: quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, sub-/super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, and atoms in cavities. If time permits, the following topics will be selectively covered: quantum computing, quantum cryptography, and teleportation. Prerequisites: ESE 330 and Physics 217 or Physics 421

Credit 3 units. EN: BME T, TU

E35 ESE 543 Control Systems Design by State Space

Methods

Advanced design and analysis of control systems by state-space methods: classical control review, Laplace transforms, review of linear algebra (vector space, change of basis, diagonal and Jordan forms), linear dynamic systems (modes, stability, controllability, state feedback, observability, observers, canonical forms, output feedback, separation principle and decoupling), nonlinear dynamic systems (stability, Lyapunov methods). Frequency domain analysis of multivariable control systems. State space control system design methods: state feedback, observer feedback, pole placement, linear optimal control. Design exercises with CAD (computer-aided design) packages for engineering problems. Prerequisite: ESE 351 and ESE 441, or permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 544 Optimization and Optimal Control

Constrained and unconstrained optimization theory. Continuous time as well as discrete-time optimal control theory. Time-optimal control, bang-bang controls and the structure of the reachable set for linear problems. Dynamic programming, the Pontryagin maximum principle, the Hamiltonian-Jacobi-Bellman equation and the Riccati partial differential equation. Existence of classical and viscosity solutions. Application to time optimal control, regulator problems, calculus of variations, optimal filtering and specific problems of engineering interest. Prerequisites: ESE 551, ESE 552.

Credit 3 units. EN: BME T, TU

E35 ESE 545 Stochastic Control

Introduction to the theory of stochastic differential equations based on Wiener processes and Poisson counters, and an introduction to random fields. The formulation and solution of problems in nonlinear estimation theory. The Kalman-Bucy filter and nonlinear analogues. Identification theory. Adaptive systems. Applications. Prerequisites: ESE 520 and ESE 551.

Credit 3 units. EN: BME T, TU

E35 ESE 546 Dynamics & Control in Neuroscience & Brain Medicine

This course provides an introduction to systems engineering approaches to modeling, analysis and control of neuronal dynamics at multiple scales. A central motivation is the manipulation of neuronal activity for both scientific and medical applications using emerging neurotechnology and pharmacology. Emphasis is placed on dynamical systems and control theory, including bifurcation and stability analysis of single neuron models and population mean-field models. Synchronization properties of neuronal networks are covered, and methods for control of neuronal activity in both oscillatory and non-oscillatory dynamical regimes are developed. Statistical models for neuronal activity are also discussed. An overview of signal processing and data analysis methods for neuronal recording modalities is provided toward the development of closed-loop neuronal control paradigms. The final evaluation is based on a project or research survey. Prerequisites: ESE 553 (or equivalent); ESE 520 (or equivalent); ESE 351 (or equivalent).

Credit 3 units. EN: BME T, TU

E35 ESE 547 Robust and Adaptive Control

Graduate-level control system design methods for multi-input multi-output systems. Linear optimal-based methods in robust control, nonlinear model reference adaptive control. These design methods are currently used in most industry control system design problems. These methods are designed, analyzed and simulated using MATLAB. Linear control theory (review), robustness theory (Mu Analysis), optimal control and the robust servomechanism, H-infinity optimal control, robust output feedback controls, Kalman filter theory and design, linear quadratic gaussian with loop transfer recovery, the Loop Transfer Recovery method of Lavretsky, Mu synthesis, Lyapunov theory (review), LaSalle extensions, Barbalat's Lemma, model reference adaptive control, artificial neural networks, online parameter estimation, convergence and persistence of excitation. Prerequisite: ESE 543 or ESE 551 or equivalent.

Credit 3 units. EN: BME T, TU

E35 ESE 551 Linear Dynamic Systems I

Input-output and state-space description of linear dynamic systems. Solution of the state equations and the transition matrix. Controllability, observability, realizations, pole-assignment, observers and decoupling of linear dynamic systems. Prerequisite: ESE 351.

Credit 3 units. EN: BME T, TU

E35 ESE 552 Linear Dynamic Systems II

Least squares optimization problems. Riccati equation, terminal regulator and steady-state regulator. Introduction to filtering and stochastic control. Advanced theory of linear dynamic systems. Geometric approach to the structural synthesis of linear multivariable control systems. Disturbance decoupling, system invertibility and decoupling, extended decoupling and the internal model principle. Prerequisite: ESE 551.

Credit 3 units. EN: TU

E35 ESE 553 Nonlinear Dynamic Systems

State space and functional analysis approaches to nonlinear systems. Questions of existence, uniqueness and stability; Lyapunov and frequency-domain criteria; w -limits and invariance, center manifold theory and applications to stability, steady-state response and singular perturbations. Poincare-Bendixson theory, the van der Pol oscillator, and the Hopf Bifurcation theorem. Prerequisite: ESE 551.

Credit 3 units. EN: BME T, TU

E35 ESE 554 Advanced Nonlinear Dynamic Systems

Differentiable manifolds, vector fields, distributions on a manifold, Frobenius' theorem, Lie algebras. Controllability, observability of nonlinear systems, examined from the viewpoint of differential geometry. Transformation to normal forms. Exact linearization via feedback. Zero dynamics and related properties. Noninteracting control and disturbance decoupling. Controlled invariant distributions. Noninteracting control with internal stability. Prerequisites: ESE 553 and ESE 551.

Credit 3 units.

E35 ESE 557 Hybrid Dynamic Systems

Theory and analysis of hybrid dynamic systems, which is the class of systems whose state is composed by continuous-valued and discrete-valued variables. Discrete-event systems models and language descriptions. Models for hybrid systems. Conditions for existence and uniqueness. Stability and verification of hybrid systems. Optimal control of hybrid systems. Applications to cyber-physical systems and robotics. Prerequisite: ESE 551.

Credit 3 units. EN: BME T, TU

E35 ESE 559 Special Topics in Systems and Control

This course provides a rigorous introduction to recent developments in systems and controls. Focus is on the discussion of interdisciplinary applications of complex systems that motivate emerging topics in dynamics and control as well as state-of-the-art methods for addressing the control and computation problems involving these large-scale systems. Topics to be covered include the control of ensemble systems, pseudospectral approximation and high-dimensional optimization, the mathematics of networks, dynamic learning and topological data analysis, and applications to biology, neuroscience, brain medicine, quantum physics, and complex networks. Both model-based and data-driven approaches are

introduced. Students learn about state-of-the-art research in the field, and they ultimately apply their knowledge to conduct a final project. Prerequisites: Math 429 or equivalent, ESE 415, ESE 551, ESE 553, and ESE 520.

Credit 3 units. EN: TU

E35 ESE 5591 Special Topics in Engineering and Neuroscience

Credit 2 units. EN: TU

E35 ESE 560 Computer Systems Architecture I

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, memory hierarchies (cache and main memories, virtual memory), pipelining, instruction scheduling, and parallel systems. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using simulation techniques.

Prerequisites: CSE 361S and CSE 260M.

Same as E81 CSE 560M

Credit 3 units. EN: BME T, TU

E35 ESE 562 Analog Integrated Circuits

This course focuses on fundamental and advanced topics in analog and mixed-signal VLSI techniques. The first part of the course covers graduate level materials in the area of analog circuit synthesis and analysis. The second part of the course covers applications of the fundamental techniques for designing analog signal processors and data converters. Several practical aspects of mixed-signal design, simulation and testing are covered in this course. This is a project-oriented course and it is expected that the students apply the concepts learned in the course to design, simulate and explore different circuit topologies. Prerequisite: E35 232.

Credit 3 units.

E35 ESE 566A Modern System-on-Chip Design

The System-on-Chip (SoC) technology is at the core of most electronic systems: smartphones, wearable devices, autonomous robots and cars, and aerospace and medical electronics. In these SoCs, billions of transistors can be integrated on a single silicon chip containing various components, such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces. Topics include SoC architectures, design tools, and methods as well as system-level trade-offs between performance, power consumption, energy efficiency, reliability, and programmability. Students will gain an insight into the early stages of the SoC design process by performing the tasks of developing functional specifications, applying partitions and map functions to hardware and/or software, and then evaluating and validating system performance. Assignments include hands-on design projects. This course is open to both graduate and senior undergraduate students. Prerequisite: ESE 461.

Credit 3 units. EN: BME T, TU

E35 ESE 567 Computer Systems Analysis

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental designs, 2**k experimental designs, factorial designs with replication, fractional factorial

designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 260M.

Same as E81 CSE 567M

Credit 3 units. EN: BME T, TU

E35 ESE 570 Coding Theory

Introduction to the algebra of finite fields. Linear block codes, cyclic codes, BCH and related codes for error detection and correction. Encoder and decoder circuits and algorithms. Spectral descriptions of codes and decoding algorithms. Code performances.

Credit 3 units. EN: TU

E35 ESE 571 Transmission Systems and Multiplexing

Transmission and multiplexing systems are essential to providing efficient point-to-point communication over distance. This course introduces the principles underlying modern analog and digital transmission and multiplexing systems and covers a variety of system examples.

Credit 3 units. EN: TU

E35 ESE 572 Signaling and Control in Communication Networks

The operation of modern communications networks is highly dependent on sophisticated control mechanisms that direct the flow of information through the network and oversee the allocation of resources to meet the communication demands of end users. This course covers the structure and operation of modern signaling systems and addresses the major design trade-offs that center on the competing demands of performance and service flexibility. Specific topics covered include protocols and algorithms for connection establishment and transformation, routing algorithms, overload and failure recovery and networking dimensioning. Case studies provide concrete examples and reveal the key design issues. Prerequisites: graduate standing and permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 575 Fiber-Optic Communications

Introduction to optical communications via glass-fiber media. Pulse-code modulation and digital transmission methods, coding laws, receivers, bit-error rates. Types and properties of optical fibers; attenuation, dispersion, modes, numerical aperture. Light-emitting diodes and semiconductor laser sources; device structure, speed, brightness, modes, electrical properties, optical and spectral characteristics. Prerequisites: ESE 330, ESE 336.

Credit 3 units. EN: BME T, TU

E35 ESE 582 Fundamentals and Applications of Modern Optical Imaging

Analysis, design, and application of modern optical imaging systems with emphasis on biological imaging. The first part of the course will focus on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity,

frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). The second part of the course will compare modern quantitative imaging technologies, including but not limited to digital holography, computational imaging, and super-resolution microscopy. Students will evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 (or their equivalents); ESE 330 or PHY 421 (or equivalent). Credit 3 units. EN: TU

E35 ESE 584 Statistical Signal Processing for Sensor Arrays

Methods for signal processing and statistical inference for data acquired by an array of sensors, such as those found in radar, sonar and wireless communications systems. Multivariate statistical theory with emphasis on the complex multivariate normal distribution. Signal estimation and detection in noise with known statistics, signal estimation and detection in noise with unknown statistics, direction finding, spatial spectrum estimation, beam forming, parametric maximum-likelihood techniques. Subspace techniques, including MUSIC and ESPRIT. Performance analysis of various algorithms. Advanced topics may include structured covariance estimation, wide-band array processing, array calibration, array processing with polarization diversity, and space-time adaptive processing (STAP). Prerequisites: ESE 520, ESE 524, linear algebra, computer programming. Credit 3 units. EN: TU

E35 ESE 585A Sparse Modeling for Imaging and Vision

Sparse modeling is at the heart of modern imaging, vision, and machine learning. It is a fascinating new area of research that seeks to develop highly effective data models. The core idea in sparse modeling theory is a novel redundant transform, where the number of transform coefficients is larger compared to the original data dimension. Together with redundancy comes an opportunity for seeking the sparsest possible representation or the one with the fewest non-zeros. This core idea leads to a series of beautiful theoretical and practical results with many applications, such as regression, prediction, restoration, extrapolation, compression, detection, and recognition. In this course, we will explore sparse modeling by covering theoretical as well as algorithmic aspects with applications in computational imaging and computer vision. Prerequisites: ESE 318, Math 233, Math 309, and Math 429 (or equivalents), as well as coding experience with MATLAB or Python. Credit 3 units. EN: BME T, TU

E35 ESE 588 Quantitative Image Processing

Introduction to modeling, processing, manipulation and display of images. Application of two-dimensional linear systems to image processing. Two-dimensional sampling and transform methods. The eye and perception. Image restoration and reconstruction. Multiresolution processing, noise reduction and compression. Boundary detection and image segmentation. Case studies in image processing (examples: computer tomography and ultrasonic imaging). Prerequisites: ESE 326, ESE 482. Credit 3 units. EN: BME T, TU

E35 ESE 589 Biological Imaging Technology

This class develops a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section examines how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure and function, image formation methods, and diffraction limited imaging. The math section examines image decomposition using basis functions (e.g., Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multidimensional imaging datasets, multivariate regression, and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology are critiqued.

Credit 3 units. EN: BME T, TU

E35 ESE 590 Electrical & Systems Engineering Graduate Seminar

This satisfactory/unsatisfactory course is required for the master's, DSc, and PhD degrees in Electrical & Systems Engineering. A satisfactory grade is required for each semester of enrollment, and this is achieved by student attendance at regularly scheduled seminars. Master's students must attend at least three seminars per semester, except for first-year master's students, who must attend four. DSc and PhD students must attend at least five seminars per semester, except for first-year PhD students who must attend six. Part-time students are exempt except during their year of residency. Any student under continuing status is also exempt.

E35 ESE 591 Biomedical Optics I: Principles

This course covers the principles of optical photon transport in biological tissue. This course covers the principles and applications of optical photon transport in biological tissue. Topics include a brief introduction to biomedical optics, single-scatterer theories, Monte Carlo modeling of photon transport, convolution for broad-beam responses, radiative transfer equation, diffusion theory and applications, sensing of optical properties and spectroscopy, and photoacoustic imaging principles and applications. Prerequisite: Familiarity with Differential equations and partial differential equations Same as E62 BME 591

Credit 3 units. EN: TU

E35 ESE 5931 Mathematics of Imaging Science

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor. Same as E62 BME 570

Credit 3 units.

E35 ESE 5932 Computational Methods for Imaging Science

Inverse problems are ubiquitous in science and engineering, and they form the basis for modern imaging methods. This course will introduce students to the mathematical formulation of inverse problems and modern computational methods employed to solve them. Specific topics covered will include regularization theory, compressive sampling, variational calculus, and a survey of relevant numerical optimization methods. The application of these methods to tomographic imaging problems will be addressed in detail. Prerequisite: ESE 5931 or permission of instructor.

Credit 3 units. EN: BME T, TU

E35 ESE 5933 Theoretical Imaging Science

Imaging science encompasses the design and optimization of imaging systems to quantitatively measure information of interest. Imaging systems are important in many scientific and medical applications and may be designed for one specific application or for a range of applications. Performance is quantified for any given task through an understanding of the statistical model for the imaging data, the data processing algorithm used, and a measure of accuracy or error. Optimal processing is based on statistical decision theory and estimation theory; performance bounds include the receiver operating characteristic and Cramer-Rao bounds. Bayesian methods often lead to ideal observers. Extensions of methods from finite-dimensional spaces to function space are fundamental for many imaging applications. A variety of methods to assess image quality and resulting imaging system optimization are covered. Prerequisite: permission of instructor.

Credit 3 units. EN: TU

E35 ESE 5934 Practicum in Imaging Science

Students develop research results in computational imaging and write a conference paper on the results. This course involves the process of research project design and implementation in imaging science, participation in research teams, the development of milestones for a project, and the process of meeting expectations. The role of machine learning, computational methods, theoretical methods, datasets, and experiments in imaging science research are covered. Prerequisite: Permission of instructor.

Credit 3 units. EN: TU

E35 ESE 596 Seminar in Imaging Science and Engineering

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded pass/fail. Prerequisite: admission to Imaging Science and Engineering program. Same as CSE 596 (when offered) and BME 506.

Credit 1 unit.

E35 ESE 599 Master's Research

Prerequisite: Students must have the ESE Research/Independent Study Registration Form (PDF) (https://ese.wustl.edu/research/areas/Documents/Independent%20Study%20Form_1.pdf) approved by the department.

Credit variable, maximum 3 units.

E35 ESE 600 Doctoral Research

Credit variable, maximum 9 units.

E35 ESE 601 Research Rotation for ESE Doctoral Students

Doctoral students in Electrical and Systems Engineering are required to complete two rotations during their first year and may complete three rotations, with research mentors acceptable to the department. The rotations must be mutually agreeable to both the student and the faculty member. The grade will be assigned based on a written report from one of the rotations. The rotations allow students to sample different research projects and laboratory working environments and to enable the matching of doctoral students with the research mentors with whom they will carry out PhD dissertation research.

Credit 3 units.

Bachelor of Science in Electrical Engineering

The Bachelor of Science in Electrical Engineering (BSEE) degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

Program Educational Objectives

Within a few years of graduation, BSEE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or will pursue advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

Student Outcomes

Graduates of the BSEE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

BSEE Degree Requirements

To obtain the BSEE degree, students must complete a minimum of 120 units consistent with the residency and other applicable requirements of Washington University and the McKelvey School of Engineering (p. 1291) and subject to the program requirements below. All courses below must be taken for a letter grade unless otherwise specified.

1. Common Studies program of the McKelvey School of Engineering: This includes courses in engineering, mathematics, chemistry, humanities, social sciences and technical writing. The required chemistry sequence is Chem 111A–Chem 151, although Chem 111A–Chem 112A–Chem 151–Chem 152 is recommended. Chem 111A is preferred, but Chem 105 will be allowed. Humanities and social sciences courses may be taken on a pass/fail basis.
2. Engr 4501 Engineering Ethics and Sustainability (1 unit)
3. Two of the following three computer science courses: CSE 131 Introduction to Computer Science (3 units), CSE 132 Introduction to Computer Engineering (3 units) or CSE 247 Data Structures and Algorithms (3 units)
4. Engineering and science breadth requirements: 9 units in engineering or science outside of electrical engineering. These units must be taken in the following areas: biomedical engineering, chemical engineering, computer science and engineering, mechanical engineering, systems science and engineering, economics, mathematics, physics, biology, chemistry, earth and planetary sciences, and pre-medicine. These units must be at the 200 level or higher and cannot be used to satisfy the Common Studies requirements (item 1 above) or the computer science requirement (item 3 above). Courses in other fields can be arranged with special departmental approval. Engineering and science breadth courses may be taken on a pass/fail basis. Examples of engineering and science courses are MEMS 255 Dynamics, EECE 210 Introduction to Environmental Engineering, CSE 247 Data Structures and Algorithms, Engr 324 From Concept to Market: The Business of Engineering, BME 240 Biomechanics, Physics 217 Introduction to Quantum Physics, Physics 318 Introduction to Quantum Physics II, MEMS 253 Statics and Mechanics of Materials, Biol 2960 Principles of Biology I, Biol 2970 Principles of Biology II, Chem 261 Organic Chemistry I with Lab and Chem 262 Organic Chemistry II with Lab.
5. 35 units of required ESE courses:

Code	Title	Units
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 205	Introduction to Engineering Design	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 318	Engineering Mathematics A	3
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
ESE 498	Electrical Engineering Capstone Design Projects	3
Total Units		35
6. Two upper-level laboratory courses (6 units) from the following list: ESE 3301, ESE 331, ESE 435, ESE 4480, ESE 4481, ESE 465 and ESE 488. The selection must contain at least one course from ESE 331, ESE 435, ESE 465 and ESE 488.
7. 15 units of elective ESE courses in electrical engineering subjects from the following list: ESE 330–399, ESE 400, ESE 405, ESE 415, ESE 425, ESE 429-497 and ESE 503–589. The selection must contain at least two courses from ESE 431, ESE 436, ESE 438, ESE 441, ESE 461, ESE 471 and ESE 482.
8. The entire course sequence for the BSEE containing engineering topics of at least 45 units. The numbers of engineering topic units assigned to undergraduate courses in the McKelvey School of Engineering vary from none (0) to the number of credits given to the course. For the precise number for each course, please refer to the table of Topics Units — Engineering Courses provided by Engineering Undergraduate Student Services (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>). Courses taken on a pass/fail basis may be used for engineering topics units.
9. Limitations. No more than 3 credits of 500-level courses may be applied toward the EE elective requirement (item 7 above).

10. Limitations. No more than 6 units of the combined units of ESE 400 Independent Study and ESE 497 Undergraduate Research (including ESE 497A and ESE 497B) may be applied toward the EE elective requirement (item 7 above) of the BSEE degree. The balance of combined units, if there are any left, are allowed as free electives to satisfy the requirement for the total number of units.

For more information about the BS in Electrical Engineering curriculum (<https://ese.wustl.edu/undergraduate/degreeprograms/Pages/electrical-engineering.aspx>), please visit the ESE website.

Bachelor of Science in Systems Science & Engineering

Systems Engineering broadly covers how to integrate different components in engineering systems. Applications range from operations research and mathematical solutions to business problems to control engineering, the basic theory and practice used to control diverse systems such as jet airplanes, electric power grids, or the nation's economy. The Systems Science and Engineering program is ideal for students interested in math, physics and computing; business, finance or financial engineering; or applied mathematics.

The Bachelor of Science in Systems Science & Engineering (BSSSE) program lays the engineering and mathematical foundations for modeling, analyzing and designing complex systems and highlights their applications in contemporary engineering and scientific application domains. Graduates will be competent in employing a versatile, interdisciplinary systems perspective to translate practical problem formulations into mathematical models, recognizing structural commonalities across diverse systems, and solving analysis and design objectives using suitable methods at the core of systems science and engineering. The basic methodological knowledge at the core of systems science includes mathematical competence and knowledge of systems analysis, control, design methods, numerical methods, differential equations, dynamic systems theory, automatic control theory, system stability, estimation, optimization, modeling, identification, simulation and basic computer programming. Graduates will have an engineering outlook and be able to interact fully with other engineers. They will also possess sufficient proficiency in computer use to design algorithms for simulation, estimation, control and optimization.

The Bachelor of Science in Systems Science and Engineering (BSSSE) degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

Program Educational Objectives

Within a few years of graduation, BSSSE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or will pursue advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

Student Outcomes

Graduates of the BSSSE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

BSSSE Degree Requirements

The course sequence designed to achieve the type of education outlined above requires at least 120 units, satisfies the residency and other applicable requirements of Washington University and the McKelvey School of Engineering (p. 1291), and meets the program requirements below. All courses below must be taken for a letter grade unless otherwise specified.

1. Common Studies program of the McKelvey School of Engineering: This includes courses in engineering, mathematics, physics, chemistry, humanities, social sciences and technical writing. The required chemistry sequence is Chem 111A-Chem 151 (recommended) or Chem 105-Chem 151. Humanities and social sciences courses may be taken on a pass/fail basis.
2. Engr 4501 Engineering Ethics and Sustainability (1 unit)

3. Required courses in systems science and engineering: ESE 105 Introduction to Electrical and Systems Engineering (4 units); ESE 205 Introduction to Engineering Design (3 units); ESE 230 Introduction to Electrical and Electronic Circuits (4 units); ESE 318 Engineering Mathematics A (3 units) and ESE 319 Engineering Mathematics B (3 units); ESE 326 Probability and Statistics for Engineering (3 units); ESE 351 Signals and Systems (3 units); ESE 403 Operations Research (3 units) or ESE 415 Optimization (3 units); ESE 441 Control Systems (3 units); and ESE 499 Systems Science and Engineering Capstone Design Project (3 units)
4. Two of the following three computer science courses: CSE 131 Introduction to Computer Science (3 units); CSE 247 Data Structures and Algorithms (3 units); and CSE 132 Introduction to Computer Engineering (3 units). Students are encouraged to take CSE 131 and CSE 247. The other possible sequence is CSE 131 and CSE 132.
5. Two upper-level laboratory courses (6 units) from the following list: ESE 4480, ESE 4481, ESE 465, ESE 488, and ESE 449. The selection must contain at least one course from ESE 4480 and ESE 4481.
6. 12 units in elective courses in systems science and engineering are required: ESE 400 through 428; ESE 437; ESE 440 through 459; ESE 470 through 497; ESE 497; ESE 502 through 529; ESE 540 through 559; SWCD 5660 Designing Sustainable Social Policies & Programs: A System Dynamics Approach. Up to 3 units of the following business courses may be part of the 12 units of systems science and engineering electives: SCOT 356 Operations and Manufacturing Management, SCOT 458 Operations Planning and Control, SCOT 576 Foundations of Supply Chain Management, and SCOT 577 Information Technology and Supply Chain Management.
7. 12 units in engineering concentration outside of systems science and engineering are required. These units must all be taken in one of the following engineering areas: Biomedical Engineering, Chemical Engineering, Computer Science & Engineering, Electrical Engineering (ESE 102; ESE 230 through 239; ESE 260 through 290; ESE 330 through 339; ESE 360 through 390; ESE 429 through 439; ESE 460 through 469; 490 through 496; ESE 498; ESE 530 through 539; ESE 560 through 589), or Mechanical Engineering & Materials Science. Of the 12 units, 9 units must be at the 200 level or higher. Sequences for concentrations in economics, mathematics, physics, pre-medicine and other fields can be arranged with special departmental approval to meet a student's specific needs. When a non-engineering discipline is chosen as the outside concentration, the student needs to pay special attention to the engineering topics unit requirement and make sure that enough engineering content is obtained from

the other courses. The use of basic required courses to fulfill the requirement for an outside concentration is not permitted. Courses used for the outside concentration may be taken on a pass/fail basis.

8. The entire course sequence for the BSSSE, containing engineering topics of at least 45 units, must be completed. The number of engineering topics units assigned to undergraduate courses in the McKelvey School of Engineering vary from none (0) to the number of credits given to the course. For the precise number for each course, please refer to the table of Topics Units — Engineering Courses (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>) provided by Engineering Undergraduate Student Services. Courses taken on a pass/fail basis may be used for engineering topics units.
9. Limitations: No more than 6 units of the combined units of ESE 400 Independent Study and ESE 497 Undergraduate Research (including 497A and 497B) may be applied toward the SSE elective requirement (item 6 above) of the BSSSE degree. Any remaining combined units are allowed as free electives to satisfy the requirement for the total number of units.

For more information about the BS in Systems Science & Engineering curriculum (<https://ese.wustl.edu/undergraduate/degreeprograms/Pages/systems-science-engineering.aspx>), please visit the ESE website.

Bachelor of Science in Computer Engineering

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree (p. 1291) from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a pass/fail basis.

- **Core Requirements:**

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
CSE 260M	Introduction to Digital Logic and Computer Design	3
or ESE 260	Introduction to Digital Logic and Computer Design	
CSE 361S	Introduction to Systems Software	3
CSE 362M	Computer Architecture	3
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 326	Probability and Statistics for Engineering	3
Total Units		32

Each of these core courses must be passed with a grade of C- or better.

• **Technical Elective Requirements:**

At least 21 units of technical electives, drawn from either of the following:

- CSE courses with the suffix S, M, T or A; CSE 347
- ESE courses at the 300 level or higher; ESE 205

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 400E, CSE 497-CSE 499, ESE 400, ESE 497) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

• **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 462M or ESE 498.

• **Common Studies Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191F	Physics I — First-Years Only	
Physics 191U	Physics I — Sophomores, Juniors, and Seniors Only	

Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Natural sciences elective		3
College Writing		3
Engr 310	Technical Writing	3
Humanities and social sciences electives		18
Total Units		47

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics and statistics department's back credit policy (<https://artsci.wustl.edu/resources/back-credit-policy/>).

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering.

Bachelor of Science in Applied Science (Electrical Engineering)

Students who do not plan to pursue a career in electrical engineering but who seek a strong foundation in the principles of electrical engineering may choose the Bachelor of Science in Applied Science (Electrical Engineering). The program ensures that the student learns the foundations of electrical engineering through breadth requirements. In addition, there is flexibility in selecting upper-level courses to meet the student's individual objectives. This program also may be attractive for students interested in obtaining multiple degrees, because the requirements are less strict than for the BSEE degree. Historically, students have matched a degree in electrical engineering with degrees in other engineering disciplines, in the natural sciences, in music, in history and in business; other combinations are possible. This also may be an attractive option for students planning graduate studies in a variety of disciplines, including medicine, law or business. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Courses	Units
Humanities and social sciences electives	18
Mathematics, science and engineering electives	24
Required courses in electrical engineering (ESE 105, ESE 230, ESE 232, ESE 260, ESE 330 and ESE 351)	20
Computer Science requirement (CSE 131)	3
Upper-level elective courses in electrical engineering (ESE 330–399, ESE 400, ESE 405, ESE 407, ESE 415, ESE 425, ESE 429–499, ESE 503–589)	18
Free electives	37
Total	120

The program must include at least 48 units at the 300 level or higher.

The above program assumes the completion of the following courses:

Code	Title	Units
ESE 318	Engineering Mathematics A	3
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

Bachelor of Science in Applied Science (Systems Science & Engineering)

This program provides the student with the opportunity to prepare their academic career with maximum flexibility but also with enough organization to ensure substantive, consistent training in systems science methodology and outlook. This program is recommended if students wish to pursue a program that does not follow conventional lines. It is an especially advantageous degree for a double major in association with mathematics, physics, economics or another engineering discipline. The program can be planned to provide a desirable background for graduate work in biological, medical or management fields. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Courses	Units
Humanities and social sciences electives	18
Mathematics, science and engineering electives	24
Required courses: ESE 105, ESE 230, ESE 351, ESE 4031 or ESE 415, and ESE 441	17
Computer Science requirement (CSE 131)	3
Systems science and engineering electives (ESE 205, ESE 359, ESE 400–428, ESE 437, ESE 440–459, ESE 470–499, ESE 502–529, ESE 540–559, and SWCD 5660)	18
Free electives	40
Total	120

The program must include at least 48 units at the 300 level or higher.

The above program assumes completion of the following courses:

Code	Title	Units
ESE 318	Engineering Mathematics A	3
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

The Second Major in Electrical Engineering

A second major in electrical engineering is ideal for students majoring in many areas, such as mathematics, physics, chemistry and biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University now have the opportunity to pursue a second major in electrical engineering. Students are not allowed to add this second major to either the BS in Electrical Engineering or the BS in Applied Science (Electrical Engineering).

The requirements for a second major in electrical engineering are as follows:

Code	Title	Units
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
CSE 131	Introduction to Computer Science	3

In addition, students must select 18 units of ESE electives from the following list:

- ESE 330 through 399
- ESE 400
- ESE 405
- ESE 407
- ESE 425
- ESE 429 through 499
- ESE 503 through 589

The above program assumes completion of the following courses:

Code	Title	Units
Math 132 & Math 233	Calculus II and Calculus III	6
Math 217	Differential Equations	3
ESE 318	Engineering Mathematics A	3
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

Students may petition to substitute electrical-science-oriented courses from other disciplines in Arts & Sciences (e.g., certain courses in physics or applied mathematics) for up to two of the above required courses. Within this second major in electrical engineering, areas of concentration are possible in devices and circuits, applied physics, signals and imaging, and control systems.

For more information, please contact the director of the program, Chuan Wang (<https://engineering.wustl.edu/faculty/Chuan-Wang.html>).

The Second Major in Systems Science & Engineering

A second major in systems science and engineering is ideal for study in many areas, including physics, chemistry, economics, finance, supply chain management and computational biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University have the opportunity to pursue a second major in systems science and engineering in the Preston M. Green Department of Electrical & Systems Engineering in the McKelvey School of Engineering. Students are not allowed to add this second major to either the BS in SSE or the BS in Applied Science (SSE).

The requirements for a second major in systems science and engineering are as follows:

Code	Title	Units
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 351	Signals and Systems	3
ESE 403 or ESE 415	Operations Research Optimization	3
ESE 441	Control Systems	3
CSE 131	Introduction to Computer Science	3
Total Units		20

In addition, 18 units of ESE courses in the systems area are to be chosen from the following list:

- ESE 205
- ESE 400 through 428
- ESE 437
- ESE 440 through 459
- ESE 470 through 499
- ESE 502 through 529
- ESE 540 through 559
- SWCD 5660

Students may petition to substitute systems-oriented courses from other disciplines in Arts & Sciences for two of these six courses (for example, courses in computational physics, econometrics or computational mathematics).

The above program assumes completion of the following courses:

Code	Title	Units
Math 132 & Math 233	Calculus II and Calculus III	6
Math 217	Differential Equations	3
ESE 318	Engineering Mathematics A	3

ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

Within this second major in systems science and engineering, areas of concentration are possible in robotics, control systems and operations research.

For more information, contact the director of the program, Shen Zeng (<https://engineering.wustl.edu/faculty/Shen-Zeng.html>).

The Second Major in Financial Engineering

A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance or related fields. This program covers classes in engineering, computer science and business.

Background Course Work: 18 units

Code	Title	Units
CSE 131	Introduction to Computer Science	3
ESE 326	Probability and Statistics for Engineering	3
or DAT 121	Managerial Statistics II	
or Econ 413	Introduction to Econometrics	
or Math 439	Linear Statistical Models	
Math 217	Differential Equations	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or ESE 105	Introduction to Electrical and Systems Engineering	
MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	
Total Units		18

Engineering Professional Core Requirements: 15 units

Code	Title	Units
CSE 247	Data Structures and Algorithms	3
ESE 427	Financial Mathematics	3
9 credit units of electives from the following courses:		
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	
or CSE 427S	Cloud Computing with Big Data Applications	
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3

or ESE 415	Optimization	
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	

Olin Professional Core Requirements: 9 units

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
Total Units		9

Olin Elective Courses: 6 units minimum

Code	Title	Units
FIN 452	Advanced Derivative Securities	3
FIN 500Q	Quantitative Risk Management	3
FIN 539	Mathematical Finance	1.5
FIN 552	Fixed Income Derivatives	1.5

ESE 427 Financial Mathematics is to be taken after FIN 340 Capital Markets and Financial Management and before the 6 credit units of FIN 500+.

Students interested in this second major must complete the application and have a 3.3 or higher grade-point average to pursue this second major, which includes the cumulative GPA, the Business GPA, and the Engineering GPA. The application may be accessed via WebSTAC (<https://acadinfo.wustl.edu/WSHome/Default.aspx/Major Programs>) when the request for the second major is selected.

For more information, contact the director of the program, Vladimir Kurenok (<https://sites.wustl.edu/vladimirkurenok/>).

The Minor in Electrical Engineering

This minor consists of fundamental courses in core electrical engineering areas of devices and circuits, applied physics, and signals and systems. Elective choices allow further depth in advanced devices, optics, signal processing, and control systems or greater breadth within electrical engineering.

Units required: 16

Required courses:

Code	Title	Units
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
Total Units		10

Electives: Students must select two electrical engineering elective courses from the following list:

Code	Title	Units
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 3301 through ESE 362		
ESE 400	Independent Study	max 3
ESE 405	Reliability and Quality Control	3
ESE 415	Optimization	3
ESE 425	Random Processes and Kalman Filtering	3
ESE 429 through ESE 499; ESE 513 through ESE 589		

For more information, contact the director for the minor, Chuan Wang (<https://engineering.wustl.edu/faculty/Chuan-Wang.html>).

The Minor in Energy Engineering

Objective: The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

Basic and Applied Sciences (fundamental content) (two courses):

Code	Title	Units
EECE 205	Process Analysis and Thermodynamics (fall)	4 or 3
or MEMS 301	Thermodynamics	
EECE 301	Transport Phenomena I: Basics and Fluid Mechanics (spring)	3
or MEMS 3410	Fluid Mechanics	
EECE 307	Transport Phenomena II: Energy and Mass Transfer (fall)*	3 or 4
or MEMS 3420	Heat Transfer	
ESE 332	Power, Energy and Polyphase Circuits (spring)	3

* EECE 303 Transport III: Energy Transfer Processes also fulfilled this requirement, but this course is no longer offered.

Social Science/Policy/Economics Elective (students choose one course):

Code	Title	Units
Anthro 3472	Global Energy and the American Dream	3
EnSt 347	Sustainable Cities	3
EnSt 350W	Writing Skills for Environmental Professionals (spring)	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 451	Environmental Policy (fall)	3

Electives:

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 311	Green Engineering (fall)	3
EECE 411	International Experience in EECE (summer/fall)	3
EECE 512	Combustion Phenomena (fall)	3
EECE 552	Biomass Energy Systems and Engineering (spring)	3
ESE 434	Solid-State Power Circuits and Applications (fall)	3
ESE 435	Electrical Energy Laboratory (spring)	3
MEMS 412	Design of Thermal Systems (spring)	3
MEMS 5420	HVAC Analysis and Design I (fall)	3
MEMS 5421	HVAC Analysis and Design II (spring)	3

MEMS 5422	Solar Thermal Energy Systems (summer)	3
MEMS 5423	Sustainable Environmental Building Systems (fall)	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy Systems	3
MEMS 5705	Wind Energy Systems (spring)	3

Committee to Oversee Energy Engineering Minor

Peng Bai (<https://engineering.wustl.edu/faculty/Peng-Bai.html>) (EECE, Coordinator); Bruno Sinopoli (<https://engineering.wustl.edu/Profiles/Pages/Bruno-Sinopoli.aspx>) (ESE); David Peters (<https://engineering.wustl.edu/faculty/David-Peters.html>) (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

The Minor in Mechatronics

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

Four required courses:

Code	Title	Units
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
MEMS 255	Dynamics	3
MEMS 411	Mechanical Engineering Design Project (mechatronics project)	3
Total Units		12

Two electives chosen from the following:

Code	Title	Units
ESE 436	Semiconductor Devices	3
ESE 482	Digital Signal Processing	3
MEMS 4301 or ESE 441	Modeling, Simulation and Control Control Systems	3
MEMS 4310	Dynamics and Vibrations	3

Prerequisite:

Code	Title	Units
CSE 131	Introduction to Computer Science (basic programming course)	3

For more information about the minor, contact Dennis Mell (<https://engineering.wustl.edu/faculty/Dennis-Mell.html>) (ESE) or Jackson Potter (<https://engineering.wustl.edu/faculty/Jackson-Potter.html>) (MEMS).

The Minor in Robotics

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

Units required: 18

Prerequisites:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

Required courses:

Code	Title	Units
ESE 351	Signals and Systems	3
or MEMS 4310	Dynamics and Vibrations	
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
MEMS 255	Dynamics	3
Total Units		12

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 417T	Introduction to Machine Learning	3
CSE 546T	Computational Geometry	3
ESE 441	Control Systems	3
or MEMS 4301	Modeling, Simulation and Control	
MEMS 3110	Machine Elements	3

For more information about the minor, contact Dennis Mell (<https://engineering.wustl.edu/faculty/Dennis-Mell.html>) (ESE) or Jackson Potter (<https://engineering.wustl.edu/faculty/Jackson-Potter.html>) (MEMS).

The Minor in Systems Science & Engineering

This minor consists of fundamental courses in control systems and operations research. In the area of control systems, students will be introduced to design techniques for controlling engineering and socioeconomic systems such as airplanes, automobiles, nuclear reactors, ecological systems, communication networks, the nation's economy and biological systems. In the area of operations research, students are introduced to techniques for optimally managing business resources and controlling business networks such as supply chains.

Requirements:

Students who complete 15 units of course work in Systems Science & Engineering at Washington University as specified below may be awarded a minor in systems science & engineering.

The required courses for the minor are as follows:

Code	Title	Units
ESE 351	Signals and Systems	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 415	Optimization	
ESE 441	Control Systems	3
Total Units		9

Students must also select 6 units of Systems Science & Engineering electives from the following list:

- ESE 400 through 425
- ESE 440 through 459 (except 449)
- ESE 470 through 499

For more information, contact the director for the minor, Shen Zeng (<https://engineering.wustl.edu/faculty/Shen-Zeng.html>).

The Minor in Quantum Engineering

Quantum engineering is an emerging field that fuses physics, engineering, and computer science. It incorporates radical new ideas for computing, materials, devices and sensors. Advances in quantum sensing, encryption, and computing will transform science and engineering and have a far-reaching impact on the industry, the economy, and other aspects of our society.

The Minor in Quantum Engineering integrates quantum knowledge — quantum physics, quantum information science, and quantum technologies — into the engineering education at Washington University. The curriculum encompasses both fundamental physics and the broad engineering skill set necessary to meet the practical challenges of the future.

Students with background in applied physics or electrical engineering are ideal candidates for this program, but the minor is open to any undergraduate student enrolled in a degree program at Washington University in St. Louis.

Prerequisites

The course ESE 4301 Quantum Mechanics for Engineers is designed to be the entry course for the quantum engineering curriculum, which provides the foundations — that is, the mathematical and physical knowledge — required for all subsequent core courses. By design, this course is made to be accessible to second-year engineering undergraduates with knowledge of linear algebra and calculus at the level of ESE 318/ESE 319 Engineering Mathematics A/B or the equivalent.

Required Courses

The Minor in Quantum Engineering requires the completion of 15 units from the courses listed below. At least two courses must be from the Core Courses list.

Core Courses (at least two courses from this list):

Code	Title	Units
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 4301	Quantum Mechanics for Engineers	3
ESE 431	Introduction to Quantum Electronics	3
CSE 468T	Introduction to Quantum Computing	3

Program Electives

Code	Title	Units
Physics 318 or Physics 471 or Physics 523	Introduction to Quantum Physics II Quantum Mechanics Quantum Mechanics I	3
ESE 436	Semiconductor Devices	3
ESE 439	Introduction to Quantum Communications	3
ESE 532	Introduction to Nano-Photonic Devices	3
ESE 582	Fundamentals and Applications of Modern Optical Imaging	3
Chem 401	Physical Chemistry I	3
Chem 500	Time-Dependent Quantum Mechanics and Applications to Nonlinear Spectroscopy	3
Chem 543	Physical Properties of Quantum Nanostructures	3
Math 528	Topics in Functional Analysis II	3
Physics 472	Solid State Physics	3
Physics 589	Selected Topics in Physics I	3

For more information, contact the director for the minor, Jung-Tsung Shen (<https://engineering.wustl.edu/faculty/Jung-Tsung-Shen.html>).

Energy, Environmental & Chemical Engineering

About Energy, Environmental & Chemical Engineering

Our department focuses on environmental engineering, energy systems engineering and chemical engineering. We provide integrated and multidisciplinary programs of scientific education. Our mission is accomplished by instilling a tradition of lifelong learning; offering a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participating in cutting-edge research with faculty and industrial partners; and providing access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department will pursue the BS in Chemical Engineering degree, accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>), or the BS in Environmental Engineering degree (launched spring 2019). Other students may pursue the BS in Applied Science degree with a major in chemical engineering. The department offers a minor in environmental engineering science, and, in collaboration with other engineering departments, we co-sponsor a minor in energy engineering and a minor in nanoscale science

and engineering. Graduate degrees (Master of Engineering, Master of Science and Doctor of Philosophy) in Energy, Environmental & Chemical Engineering are also offered by the department.

Chemical engineers are involved in the transfer of scientific discoveries to modern technologies and novel products that benefit society and minimize the impact on the environment. They deal with multiscale aspects of generating clean energy, producing novel and superior materials, and utilizing the biological revolution to manufacture new products. They are involved in the development and manufacture of consumer products as well as in the design, operation and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed, pharmaceuticals). Their broad training in basic sciences (e.g., chemistry, physics, biology, mathematics) coupled with a strong foundation in chemical engineering principles (e.g., thermodynamics, mass and energy balances, transport phenomena, kinetics, separations, reaction engineering, control, product development, process design) makes them invaluable team members and leaders in any engineering enterprise. It also prepares them well for graduate studies in biochemical, biomedical, chemical, environmental and materials engineering. In addition, the BS in Chemical Engineering is a great starting point for pursuing a degree in business, law or medicine.

Environmental engineers apply scientific and engineering principles to assess, manage and design sustainable systems for the protection of human and ecological health. The designs and technologies that they develop provide safe and sufficient public water supplies, enable effective and efficient treatment and resource recovery from wastewater and other wastes, and control pollutant releases that protect water, soil and air quality. Environmental engineers also seek to understand the effect of technological advances on the environment and to identify opportunities to improve the environmental sustainability of new technologies. Environmental engineers have broad training in basic sciences, mathematics and computational approaches as well as an engineering foundation that includes mass and energy balances, thermodynamics, transport phenomena, and chemical, physical and biological treatment processes. The training of environmental engineers also includes natural science and environmental social science and the humanities. This training prepares environmental engineers to apply technological solutions within specific environmental and societal contexts. Environmental engineering graduates are prepared to enter professional practice and to pursue graduate study in environmental engineering and allied fields.

The curricula are planned to provide students with a strong background in basic engineering concepts while allowing students individual latitude to emphasize study in a specialized area or to obtain added breadth both within and outside of chemical or environmental engineering.

Mission Statement

The mission of the department is to teach energy, environmental and chemical engineering principles and their application in an inspiring learning environment; to prepare students for engineering careers by developing the skills of critical thinking, analysis and communication proficiency; and to instill a sense of professional ethics and societal responsibility.

Advising

The department takes pride in its mentoring of undergraduate students. Each student who declares chemical or environmental engineering as a (potential) major is assigned an academic advisor from the full-time department faculty. Typically, the same advisor follows the student's academic progress and serves as a mentor from the first year through graduation.

Phone: 314-935-5545
Website: <https://eece.wustl.edu/academics/undergraduate-programs/index.html>

Faculty

Department Chair and Professor

Joshua Yuan (<https://engineering.wustl.edu/faculty/Joshua-Yuan.html>)

Professor, Energy, Environmental & Chemical Engineering
PhD, University of Tennessee
Design-based engineering to address challenges in energy, the environment and health

Endowed Professors

Richard L. Axelbaum (<https://engineering.wustl.edu/faculty/Richard-Axelbaum.html>)

The Stifel & Quinette Jens Professor of Environmental Engineering Science
PhD, University of California, Davis
Combustion, advanced energy systems, clean coal, aerosols, nanoparticle synthesis, rechargeable battery materials, thermal science

Daniel E. Giammar (<https://engineering.wustl.edu/faculty/Daniel-Giammar.html>)

Walter E. Browne Professor of Environmental Engineering
PhD, California Institute of Technology
Aquatic chemistry, environmental engineering, water quality, water treatment

Randall Martin (<https://engineering.wustl.edu/faculty/Randall-Martin.html>)

Raymond R. Tucker Distinguished Professor
PhD, Harvard University
Characterizing atmospheric composition to inform effective policies surrounding major environmental and public health challenges ranging from air quality to climate change

Vijay Ramani (<https://engineering.wustl.edu/faculty/Vijay-Ramani.html>)

Vice Provost for Graduate Education
Roma B. and Raymond H. Wittcoff Distinguished University Professor
PhD, University of Connecticut
Electrochemical engineering, energy conversion

Jay R. Turner (<https://engineering.wustl.edu/faculty/Jay-Turner.html>)

Vice Dean for Education
James McKelvey Professor of Engineering Education
DSc, Washington University
Air quality planning and management, aerosol science and engineering, green engineering

Professors

Zhen (Jason) He (<https://engineering.wustl.edu/faculty/Zhen-Jason-He.html>)

Director of Graduate Studies
PhD, Washington University
Environmental biotechnology, bioenergy production, biological wastewater treatment, resource recovery, bioelectrochemical systems, sustainable desalination technology, anaerobic digestion, forward osmosis, membrane bioreactors

Young-Shin Jun (<https://engineering.wustl.edu/faculty/Young-Shin-Jun.html>)

PhD, Harvard University
Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

Xinhua Liang

PhD, University of Colorado Boulder
Gas-phase synthesis, surface science and catalysis, nanostructured films and devices, energy and environmental applications

Yinjie Tang (<https://engineering.wustl.edu/faculty/Yinjie-Tang.html>)

PhD, University of Washington
Metabolic modeling, fermentation engineering, algal bioprocesses

Jian Wang (<https://engineering.wustl.edu/faculty/Jian-Wang.html>)

Director of the Center for Aerosol Science and Engineering (CASE)
PhD, California Institute of Technology
Aerosol properties and processes, nucleation and new particle formation, aerosols in the marine environment, effects of aerosols on cloud microphysical properties and macrophysical structure

Fuzhong Zhang (<https://engineering.wustl.edu/faculty/Fuzhong-Zhang.html>)

PhD, University of Toronto
Metabolic engineering, protein engineering, synthetic and chemical biology

Associate Professors

Rajan Chakrabarty (<https://engineering.wustl.edu/faculty/Rajan-Chakrabarty.html>)

PhD, University of Nevada, Reno
Characterizing the radiative properties of carbonaceous aerosols in the atmosphere, researching gas-phase aggregation of aerosols in cluster-dense conditions

Marcus Foston (<https://engineering.wustl.edu/faculty/Marcus-Foston.html>)

Director of Diversity Initiatives
PhD, Georgia Institute of Technology
Utilization of biomass resources for fuel and chemical production, renewable synthetic polymers, development of advanced aerosol instruments

Tae Seok Moon (<https://engineering.wustl.edu/faculty/Tae-Seok-Moon.html>)

PhD, Massachusetts Institute of Technology
Metabolic engineering, synthetic biology

Elijah Thimsen (<https://engineering.wustl.edu/faculty/Elijah-Thimsen.html>)

PhD, Washington University
Gas-phase synthesis of inorganic nanomaterials for energy applications, novel plasma synthesis approaches

Brent Williams (<https://engineering.wustl.edu/faculty/Brent-Williams.html>)

PhD, University of California, Berkeley
Aerosols, global climate issues, atmospheric sciences

Assistant Professors

Peng Bai (<https://engineering.wustl.edu/faculty/Peng-Bai.html>)

PhD, Tsinghua University, China
Develop next-generation batteries; probe the in situ electrochemical dynamics of miniature electrodes down to nanoscales; capture the heterogeneous and stochastic nature of advanced electrodes; identify the theoretical pathways and boundaries for the rational design of materials, electrodes, and batteries through physics-based mathematical modeling and simulation

Jenna Ditto

PhD, Yale University
Chemical composition of indoor and outdoor air, indoor air chemistry, health impacts of air pollution exposure

Fangqiong Ling (<https://engineering.wustl.edu/faculty/Fangqiong-Ling.html>)

PhD, University of Illinois at Urbana-Champaign
Microbial ecosystem analysis and modelling, process modelling, machine learning, NextGen sequencing bioinformatics, environmental microbiology, bioreactor design

Kimberly M. Parker (<https://engineering.wustl.edu/faculty/Kimberly-Parker.html>)

PhD, Stanford University
Investigation of environmental organic chemistry in natural and engineered systems

Research Assistant Professor

Benjamin Kumfer (<https://engineering.wustl.edu/faculty/Benjamin-Kumfer.html>)

DSc, Washington University
Advanced coal technologies, biomass combustion, aerosol processes and health effects of combustion-generated particles

Senior Lecturers

Janie Brennan (<https://engineering.wustl.edu/faculty/Janie-Brennan.html>)

Director of Undergraduate Studies
PhD, Purdue University
Chemical engineering education, biomaterials

Raymond Ehrhard (<https://engineering.wustl.edu/faculty/Ray-Ehrhard.html>)

BS, Missouri University of Science and Technology
Water and wastewater treatment technologies, process energy management

Lecturers

Trent Silbaugh (<https://engineering.wustl.edu/faculty/Trent-Silbaugh.html>)

PhD, University of Washington
Chemical engineering education, catalysis, carbon capture and conversion

Kristen Wyckoff

PhD, University of Tennessee
Environmental engineering education, stormwater runoff, environmental microbiology

Affiliated Faculty

Gary Moore

Senior Lecturer for the Joint Engineering Program
MS, Missouri University of Science and Technology
Environmental management

Adjunct Faculty

Mangesh Bore

PhD, University of New Mexico
Process engineering

Keith Tomazi

PhD, University of Missouri-Rolla
Process development engineering

Grigoriy Yablonsky

PhD, Boreskov Institute of Catalysis
Chemical reaction engineering and heterogeneous catalysis

Senior Professor

Milorad P. Dudukovic

Laura and William Jens Emeritus Professor
PhD, Illinois Institute of Technology
Chemical reaction engineering, multiphase reactors, visualization of multiphase flows, tracer methods, environmentally benign processing

Majors

Please visit the following pages for information about the energy, environmental and chemical engineering majors:

- Bachelor of Science in Chemical Engineering (p. 1264)
- Bachelor of Science in Environmental Engineering (p. 1266)
- Bachelor of Science in Applied Science (Chemical Engineering) (p. 1268)
- Double Majors and the Pre-Medical Program (p. 1268)

Minors

Please visit the following pages for information about the energy, environmental and chemical engineering minors:

- Minor in Environmental Engineering Science (p. 1268)
- Minor in Energy Engineering (p. 1269)
- Minor in Nanoscale Science & Engineering (p. 1270)

Courses

Visit online course listings to view semester offerings for E44 EECE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E44&crslvl=1:5>).

E44 EECE 100 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

E44 EECE 101 Introduction to Energy, Environmental and Chemical Engineering

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Relationship to chemical engineering principles is emphasized. Prerequisite: Freshman standing or permission of instructor.

Credit 3 units. EN: TU

E44 EECE 103 Topics in Energy, Environmental and Chemical Engineering

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Emphasizes providing a broader context for content delivered in concurrent core chemical and environmental engineering courses. Prerequisite: Sophomore or higher standing or permission on instructor.

Credit 1 unit. EN: TU

E44 EECE 140 To Sustainability and Beyond: People, Planet, Prosperity (P3)

This course combines interdisciplinary instruction with applied project work. Students will be introduced to global concepts in sustainability and examine how they relate to specific issues in the greater St. Louis community, learning what it means to be civic-minded stewards of social and ecological systems. In addition, students will work on developing the critical "soft skills" needed for success on the job, such as effective communication techniques, project management, and leadership. Students will emerge from the course with a systems-level understanding of sustainability, a working knowledge of the fundamentals of community engagement, and an appreciation for values-based civic stewardship. Experience in this course will prepare students for applied project-based work in other courses or internships, regardless of academic discipline. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 140

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC EN: S

E44 EECE 200 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

E44 EECE 202 Computational Modeling in Energy, Environmental and Chemical Engineering

Computational tools to solve engineering, design and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Introduction to programming skills in MATLAB and use of various MATLAB toolboxes. Theory and application of numerical methods for solution of common problems, including methods for root-finding/optimization, curve fitting (regression, interpolation, and spline), integration, differentiation, and ordinary differential equations and boundary value problems. Illustrative application examples. Prerequisites: E81 CSE 131 and L24 Math 217, or permission of instructor

Credit 3 units. EN: TU

E44 EECE 204 Thermodynamics II in EECE

Molecular motions, kinetic theory of gases, kinetic theory of dense phases, chemical kinetics. Prerequisite: EECE 205 or permission of instructor.

Credit 3 units. EN: TU

E44 EECE 205 Process Analysis and Thermodynamics

This course is an introduction to the use of mathematics and methods of engineering in the analysis of chemical and physical processes. It will address the use of balances (e.g., mass, energy, entropy) to describe processes with and without chemical reactions in both transient and steady-state conditions as well as classical thermodynamics focused on processes, first and second laws, and properties of pure substances.

Prerequisite: L07 Chem 112A or Chem 106. Corequisite: L24 Math 217 or permission of instructor.

Credit 4 units. EN: TU

E44 EECE 210 Introduction to Environmental Engineering

The objective of this course is to introduce students to the field of environmental engineering. The course will emphasize basic principles of mass and energy conservation which govern physical, chemical and biological processes. Applications include the estimation of contaminant concentrations and the design of environmental controls. Prerequisites: (L07 Chem 112A or L07 Chem 106), and L24 Math 132, or permission of instructor. Students considering taking this course without all prerequisites should contact the instructor for a list of concepts required for the course.

Credit 3 units. EN: BME T, TU

E44 EECE 300 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

E44 EECE 301 Transport Phenomena I: Basics and Fluid Mechanics

Engineering principles involved in the exchange of heat and matter in chemical processes. Laws governing the flow of liquids and gases in laboratory and plant equipment. Corequisite: E35 ESE 318; Prerequisites: E44 EECE 205 or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 304 Mass Transfer Operations

Stagewise and continuous mass transfer operations, including distillation, gas absorption, humidification, leaching, liquid extraction, and membrane separations. Corequisites: E44 EECE 204, E44 EECE 202, or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 305 Materials Science

Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material. Prerequisite: L07 Chem 111A or L07 Chem 105, or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 306 Biology in EECE

The course provides an introduction to molecular biology, biochemistry, microbiology, and biotechnology. The course focuses on an engineering approach to microbiology and molecular biology. Topics include basics of molecular biology, mathematical analysis of biological systems, genetic engineering, and biotechnological applications. Corequisite: E44 EECE 205, or permission of instructor

Credit 3 units. EN: TU

E44 EECE 307 Transport Phenomena II: Energy and Mass Transfer

This course covers introductory treatment of the principles of heat transfer by conduction, convection, and radiation; mathematical analysis of steady and unsteady conduction along with numerical methods; analytical and semi-empirical methods of forced and natural convection systems; boiling and condensation heat transfer; and principles of mass transfer (diffusion and convection) introduced by analogy to heat transfer. Prerequisite: E44 EECE 301; corequisite: E35 ESE 319.

Credit 4 units. EN: BME T, TU

E44 EECE 309 Environmental Engineering Fate and Transport

The objective of this course is to introduce students to the fundamental processes that control contaminant fate and transport in the natural and built environment. The course will highlight mass transport and transformation in surface water, soil and groundwater, and atmosphere. Students will be introduced to environmental transport modeling software to solve applied problems. Prerequisites: E44 EECE 210, E44 EECE 301, or permission of instructor.

Credit 3 units. EN: TU

E44 EECE 311 Green Engineering

Strategies and methods for waste minimization and pollutant emission reduction. Principles of green engineering. Environmental transport and fate modeling. Design of heat and mass exchange networks for energy and waste reduction. Prerequisite: L24 Math 217 or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 314 Air Quality Engineering with Lab

Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles. Prerequisite: E44 EECE 205 or permission of instructor

Credit 4 units. EN: TU

E44 EECE 401 Chemical Process Dynamics and Control

A state-of-the-art industrial virtual plant is used for the development of dynamic simulations, selection of instrumentation, statistical analysis of variability, and implementation of process control to improve process operation and efficiency. Prerequisite: E44 EECE 301, E44 EECE 304, or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 402 ChE Capstone

Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures. A design project and/or an AIChE national design contest is included. Prerequisites: E44 EECE 304, E44 EECE 401, E44 EECE 403, E44 EECE 409, or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 403 Chemical Reaction Engineering

Introduction to chemical reaction engineering principles and applications in process and product development. Evaluation of reaction rates from mechanisms and experimental data, quantification of pertinent transport effects and application to reactor and product design. Prerequisite: E44 EECE 204; Corequisite: E44 EECE 307 or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 404 Environmental Engineering Capstone

Methodology for formulating and solving open-ended design problems. The methodology is illustrated through a series of team projects drawn from multiple areas of environmental engineering practice. Topics addressed include the design process, cost estimation, consideration of codes and regulations, sustainability, and reliability. The course also provides content on professional practice, ethics, and professional licensure. Prerequisites: E44 EECE 314, E44 EECE 407, E44 EECE 409, or permission of instructor

Credit 3 units. EN: TU

E44 EECE 405 Unit Operations Laboratory

This course involves laboratory projects focused on the application of chemical engineering principles (e.g., transport, thermodynamics, separations). Student teams design multi-week experiments using unit operations equipment to solve realistic engineering problems, including the analysis of safety and instrumentation. The course has one laboratory period each week, with supplemental lecture sessions. Emphasis is on independent learning, teamwork, and technical communication skills. Prerequisites: E44 EECE 301, E44 EECE 304, and (E35 ESE 326 or E60 ENGR 328) Corequisites: E44 EECE 307, E44 EECE 403, E60 Engr 310 or permission of instructor.

Credit 4 units. EN: TU

E44 EECE 407 Environmental Biotechnology

This course aims to provide students with a background in current environmental biotechnology and to stimulate ideas about future potential new technologies. Students will gain qualitative and quantitative skills related to bioreactor designs in environmental applications (e.g., activated sludge, anaerobic digester, membrane bioreactors). Special focus will be placed on the application of mathematical models that are currently widely used in wastewater engineering, such as the International Water

Association models. Hands-on experience with biological water treatment process modeling will be provided. Finally, students will be encouraged to explore links between environmental biotechnologies and a "one health" approach to public health. Prerequisites: (L41 Biol 2960 or E44 EECE 306), (E35 ESE 326 or E60 ENGR 328), E44 EECE 204, E44 EECE 210, or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 409 Process Design, Economics and Simulation

This is a lecture and computer lab-based course covering engineering science and design, fundamentals of process and product development, process safety and sustainability, computational techniques, and economic principles used for the design of chemical, biological, and environmental processes and procedures. A guided design project is included. Prerequisite: E44 EECE 304 or E44 EECE 533 or permission of instructor.

Credit 2 units. EN: TU

E44 EECE 411 International Experience in EECE

This course will provide undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited will vary from year to year, with one or more EECE faculty members developing the program in collaboration with McDonnell Global Energy and Environment Partnership (MAGEEP) universities. Example activities include conducting field or laboratory research, attending short courses taught by MAGEEP university faculty members, and visiting attractions relevant to the course focus (e.g., industrial facilities). Students will also gain an understanding of the local culture and history of the country visited. Course content will include a seminar series in the spring semester prior to the international experience, a two- to three-week visit to the location of study, and a follow-up student project and presentations during the fall semester that draw upon the experience. Students will enroll in EECE 411 for the fall semester following the trip.

Credit 3 units. EN: BME T, TU

E44 EECE 412 Sustainability Exchange: Community and University Practicums

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients developed with and guided by faculty advisers from across the university. Teams deliver to their clients an end product that explores "wicked" problems requiring innovative methods and solutions. Past projects have included investigating soil impacts of de-icing practices on campus, collecting data on inequitable trash collection in neighborhoods, working with St. Louis City's building division to make buildings more energy efficient, developing an understanding of how buildings impact birds on campus, and analyzing the performance and viability of sustainable investments. Upcoming projects are still being finalized and may include mitigating plastic pollution in the Mississippi; creating and publishing an illustrated book on the social, cultural, and ecological importance of Forest Park; and assisting with the planning and development of a rain-scaping proposal for a St. Louis City neighborhood. Team-based projects are complemented by seminars that explore problem-solving strategies and methodologies drawn from a wide range of creative practices (including design,

engineering, and science) as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors. Same as I50 INTER D 405
Credit 3 units. A&S IQ: SSC Arch; SSC Art: CPSC, SSC EN: S

E44 EECE 413 Energy Conversion and Storage

This course takes a thermodynamics perspective to analyzing electricity production and distribution systems, which are imperative to modern society. The course contains a hands-on laboratory component. Traditional and advanced heat engine cycles will be discussed. Opportunities and challenges with renewable energy technologies will be covered. Essential to the widespread adoption of renewable electricity sources, and also to increasing energy efficiency, is smart grid and smart building technologies. The goal is to give the student a quantitative overview, while focusing in on the details of a few important technological examples. Prerequisites: E44 EECE 205 and E44 EECE 301 or graduate standing or permission of instructor
Credit 3 units. EN: BME T, TU

E44 EECE 416 Industrial Process Safety

This course covers the analysis and management of fire and explosion hazards; control of human exposure to toxic materials; codes, standards, and regulations; transportation and disposal of noxious substances; analysis of drift from clouds, flares, and stacks; venting of pressure vessels; hazard evaluation and safety review of processes; and emergency plans for accidents and disasters. Prerequisites: E44 EECE 204 and E44 EECE 307, or graduate standing or permission of instructor.
Credit 3 units. EN: TU

E44 EECE 423 Senior Thesis

Research project to be selected by the student in senior standing with the permission and recommendation of a faculty supervisor and the approval of the department chair. At conclusion of project, student prepares a report in the form of a senior thesis.
Credit variable, maximum 6 units.

E44 EECE 424 Digital Process Control Laboratory

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project. Prerequisite: E35 ESE 441 or E44 EECE 401 or permission of instructor
Credit 3 units. EN: BME T, TU

E44 EECE 425 Environmental Engineering Laboratory

This course includes laboratory experiments to illustrate the application of engineering fundamentals to environmental systems. Applications of experimental design and data analysis principles are also included, and relevant analytical instrumentation and laboratory techniques are introduced. Laboratory work supported by theoretical analysis and modeling is performed as appropriate. Prerequisite: E44 EECE 210 or E44 EECE 205. Corequisite: E35 ESE 326 or E60 ENGR 328, or permission of instructor.
Credit 3 units. EN: BME T, TU

E44 EECE 428 Introduction into Zymurgy

This course will introduce students to beer brewing and fermentation by combining clear and detailed lectures with practical, hands-on brewing and laboratory tests. This course presents the fundamentals of the underlying chemistry critical to successful extract and all-grain brewing. Topics covered in this course include beer brewing terminology, brewing materials and supplies, laboratory tests, and basic chemical and biochemical interactions. The students will select and brew three batches of beer typically used in home brew recipes using a malt extract method and all grain methods. The class will attend field trips to a large brewer and a small craft brewer to gain experience in this growing industry. This class prepares students for further instruction and for positions as brewers in commercial breweries and microbreweries. Prerequisite: Age of 21 or approval by instructor. Students registering for this course will be placed on a waitlist. A separate course application will be provided to the students to be submitted to the course instructor for approval. Prerequisites: (L07 Chem 106 or L07 Chem 112A), L07 Chem 152, E44 EECE 205; Corequisites: E44 EECE 301, (E44 EECE 304 or E44 EECE 533); Students must be age 21 or obtain approval by instructor.
Credit 3 units. EN: TU

E44 EECE 480 Entrepreneurial Engineering

Quality education with a background in engineering and science can lead engineers to create innovations with high potential value. Nevertheless, unlocking value from innovation is not an entirely intuitive enterprise, and success is not guaranteed. This course is created to better prepare students for a future of innovation and entrepreneurial success. The course outline comprises three phases of entrepreneurship: the creative phase, the critical phase, and the crusader phase. It endeavors to provide students with useful skills and practical experiences that are relevant to each phase. Each week will include a brief presentation to set the direction, followed by short discussions of the assigned case studies and a review of fundamental principles from the core text. Student teams will regularly present work to the group, create success metrics, and chart progress. The Creative Phase: The class will work in small groups to create a new business concept. Students will learn brainstorming techniques, leadership, teamwork, and business model innovation. With core values set as a foundation, teams will present their proposed business models and rational basis for income forecasting. The Critical Phase: The class will identify and challenge assumptions to assess commercial viability. Students will find third-party market research to size up the opportunity and gather real customer feedback to refine their strategy. Skills gaps will be appreciated and negotiated solutions sought. Financial and growth metrics will be established to measure success, and threats will be faced. Students will present their SWOT analysis (strengths, weaknesses, opportunities, and threats) and link this to their revised strategy (business model). The Crusader Phase: Students will learn what is "acceptable risk" and develop a growth mindset (in contrast with fixed mindset), gain power from emotional intelligence, deal with failures (decide to pivot or punt), and learn the difference between ideation and implementation. Students will make progress and get the word out, and they will prepare a short proposal for grant funding or investment with a suitable income stream. By the end of the semester, students will know how to create business model, how to work with teams, how to assess commercial viability, how to establish a rationale for

financial forecast, how to assess skills and resource gaps, how to negotiate to fill in gaps, and how to write high-level proposals. Students will demonstrate their knowledge through written submissions and oral presentations.

Credit 3 units.

E44 EECE 500 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: graduate-level standing.

Credit variable, maximum 9 units.

E44 EECE 501 Transport Phenomena in EECE

The aim of the course is for students to develop skills in applying principles of momentum, heat and mass transport in an unified manner to problems encountered in the areas of energy, environmental and chemical processes. A systems approach will be followed so that the general principles can be grasped and the skills to develop mathematical models of seemingly different processes will be emphasized. This provides the students with a general tool which they can apply later in their chosen field of research. Prerequisite: Graduate standing or permission of instructor.

Credit 3 units.

E44 EECE 502 Advanced Thermodynamics in EECE

The objective of this course is to understand classical thermodynamics at a deeper level than is reached during typical undergraduate work. Emphasis will be placed on solving problems relevant to chemical engineering materials science. Prerequisite: E44 EECE 205 or graduate level standing or permission of instructor

Credit 3 units.

E44 EECE 504 Aerosol Science and Technology

Fundamental properties of particulate systems - physics of aerosols, size distributions, mechanics and transport of particles: diffusion, inertia, external force fields. Visibility and light scattering. Aerosol dynamics - coagulation, nucleation, condensation. Applications to engineered systems: Nanoparticle synthesis, atmospheric aerosols, combustion aerosols, pharmaceutical aerosols. Prerequisites: E44 EECE 301, E35 ESE 318 and E35 ESE 319 or graduate level standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 505 Aquatic Chemistry

Aquatic chemistry governs aspects of the biogeochemical cycling of trace metals and nutrients, contaminant fate and transport, and the performance of water and wastewater treatment processes. This course examines chemical reactions relevant to natural and engineered aquatic systems. A quantitative approach emphasizes the solution of chemical equilibrium and kinetics problems. Topics covered include chemical equilibrium and kinetics, acid-base equilibria and alkalinity, dissolution and precipitation of solids, complexation of metals, oxidation-reduction processes, and reactions on solid surfaces. A primary objective of the course is to be able to formulate and solve chemical equilibrium problems for complex environmental systems. In addition to solving problems manually to develop

chemical intuition regarding aquatic systems, software applications for solving chemical equilibrium problems are also introduced. Prerequisite: Senior or graduate-level standing or permission of instructor. Students enrolling in this course should have a knowledge of general chemistry.

Credit 3 units. EN: BME T, TU

E44 EECE 506 Bioprocess Engineering I: Fundamentals & Applications

The course covers the fundamentals and provides the basic knowledge needed to understand and analyze processes in biotechnology in order to design, develop and operate them efficiently and economically. This knowledge is applied to understand various applications and bioprocesses, such as formation of desirable bio and chemical materials and products, production of bioenergy, food processing and waste treatment. The main objective of the course is to introduce the essential concepts and applications of bioprocessing to students of diverse backgrounds. An additional project is required to obtain graduate credit. Prerequisites: L41 Biol 2960 or E44 EECE 306 or graduate level standing permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 507 Kinetics and Reaction Engineering Principles

The course is aimed at a modern multiscale treatment of kinetics of chemical and biochemical reactions and application of these fundamentals to analyze and design reactors. Application of reaction engineering principles in the areas related to energy generation, pollution prevention, chemical and biochemical processes will be studied and illustrated with case studies and computer models. Description of the role of mass and heat transport in reacting systems is also provided with numerous examples. Prerequisites: E44 EECE 503 or E35 ESE 318 and E35 ESE 319; E44 EECE 403; or permission of instructor.

Credit 3 units.

E44 EECE 508 Research Rotation

First-year doctoral students in EECE should undertake this rotation as a requirement prior to choosing a permanent research adviser. The rotation will require the student to work under the guidance of a faculty member.

E44 EECE 509 Seminar in Energy, Environmental, and Chemical Engineering

All graduate students in EECE should attend the departmental seminar series to gain exposure in various diverse fields of research. Students are also expected to participate in journal clubs and other discussion formats to discuss topical research areas. This course is required of all graduate students every semester of residency in the program.

Credit 1 unit.

E44 EECE 510 Advanced Topics in Aerosol Science & Engineering

This course will be focused on the discussion of advanced topics in aerosol science and engineering and their applications in a variety of fields, including materials science, chemical engineering, mechanical engineering, and environmental engineering. Prerequisite: EECE 504 or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 512 Combustion Phenomena

This course provides an introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics, and transport processes as well as the interactions among them. Emphasis is on elucidation of the physico-chemical processes, problem formulation and analytic techniques. Topics covered include non-premixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisite: Senior or graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 514 Atmospheric Science and Climate

This course will cover current research topics in atmospheric chemistry and climate change. Topics include atmospheric composition, chemistry, transport, dynamics, radiation, greenhouse gases, natural and anthropogenic primary pollution sources and secondary aerosol production, and measurement techniques. Focus will be placed on how our atmosphere and climate are altered in a world of changing energy production and land use. Suggested prerequisites: one year of general chemistry (Chem 111A-112A or 105-106) and one year of general physics (191/191L-191/192L). Prerequisites: Junior, senior or graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 516 Measurement Techniques for Particle Characterization

The purpose of this course is to introduce students to the principles and techniques of particle measurement and characterization. Practical applications of particle technology include air pollution measurement, clean manufacturing of semiconductors, air filtration, indoor air quality, particulate emission from combustion sources, and so on. The course will focus on the following: (1) integral moment measurement techniques; (2) particle sizing and size distribution measuring techniques; and (3) particle composition measurement techniques. Related issues such as particle sampling and transportation, instrument calibration, and particle standards will also be covered. Prerequisite: E44 EECE 504, graduate standing, or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 520 Special Topics: Plasma Science and Engineering

This course will focus on a select set of fundamentals and technology related to nonequilibrium plasmas, which are partially ionized gases. Fundamental discussion will focus on the set of state variables that define the plasma and the interaction of the plasma with surfaces, suspended dust particles, and chemically reactive molecular species. The technology used to generate and sustain plasma will be discussed. Diagnostic probes that can be used to ascertain key aspects of the discharge will be covered. Envisioned application areas for the knowledge include semiconductor processing and electrified chemical processing (e.g., advanced oxidation processes). Students enrolling in this course should have a knowledge of chemical engineering thermodynamics; the physics of electricity and magnetism and electrical circuits; aerosol science and technology; chemical reaction engineering and reactor design; and physical chemistry. Prerequisites: Graduate level standing or permission of instructor

Credit 3 units. EN: TU

E44 EECE 521 Air Quality Engineering with Lab

Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles. Prerequisite: E44 EECE 205 or permission of instructor

Same as E44 EECE 314

Credit 4 units. EN: TU

E44 EECE 531 Environmental Organic Chemistry

This course covers the fundamental physical-chemical examination of organic molecules (focused on anthropogenic pollutants) in aquatic (environmental) systems. Students learn to calculate and predict the chemical properties that are influencing the partitioning of organic chemicals within air, water, sediments and biological systems. This knowledge will be based on understanding intermolecular interactions and thermodynamic principles. Mechanisms of important thermochemical, hydrolytic, redox, and biochemical transformation reactions are also investigated, leading to the development of techniques (e.g., structure-reactivity relationships) for assessing environmental fate or human exposure potential. Prerequisites: E44 EECE 210 or E44 EECE 205; L07 Chem 261; or graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 533 Physical and Chemical Processes for Water Treatment

Water treatment is examined from the perspective of the physical and chemical unit processes used in treatment. The theory and fundamental principles of treatment processes are covered and are followed by the operation of treatment processes. Processes covered include gas transfer, adsorption, precipitation, oxidation-reduction, flocculation, sedimentation, filtration, and membrane processes. Corequisites: E44 EECE 204 and E44 EECE 210 or graduate level standing or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 534 Environmental Nanochemistry

This course involves the study of nanochemistry at various environmental interfaces, focusing on colloid, nanoparticle, and surface reactions. The course would also (1) examine the thermodynamics and kinetics of nanoscale reactions at solid-water interfaces in the presence of inorganic or organic compounds and microorganisms; (2) investigate how nanoscale interfacial reactions affect the fate and transport of contaminants; (3) introduce multidisciplinary techniques for obtaining fundamental information about the structure and reactivity of nanoparticles and thin films, and the speciation or chemical form of environmental pollutants at the molecular scale; (4) explore connections between environmental nanochemistry and environmental kinetic analysis at larger scales. This course will help students attain a better understanding of the relationship between nanoscience/technology and the environment—specifically how nanoscience could potentially lead to better water treatments, more effective contaminated-site remediation, or new energy alternatives. Students enrolling in this course should have a knowledge of general chemistry. Prerequisites: Senior or graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 535 Environmental Data Science

Many of the grand challenges that we face today require understanding and manipulation of processes at the interface of natural and manmade environments. Oftentimes, such knowledge is acquired through data. Skills to effectively visualize and analyze data and build predictive models are valued across different sectors of the society. This is an application-driven course. Prerequisites: L24 Math 217, E35 ESE 318 and (E35 ESE 326 or E60 ENGR 328) or graduate level standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 537 Environmental Resource Recovery

This course will focus on key concepts of resource recovery from wastes. Topics include energy, water, nutrient, and value-added compounds. The course will discuss technological advancements, environmental impacts, and techno-economic assessment of environmental resource recovery. The cutting-edge recovery technologies in full-scale applications or laboratory studies will be introduced. Students will be trained for critical thinking and review of literature information, practice technical analysis and writing, and conduct a concept design of recovery systems using the data from local wastewater treatment facilities. The course is valuable as a prerequisite to more advanced research in environmental engineering, as a technical education to stimulate graduate students' interest in environmental sustainability, and as an introduction to environmental constraints that are increasingly important to other engineering disciplines. Prerequisites: E44 EECE 210 and E44 EECE 409 or graduate level standing or permission of instructor

Credit 3 units.

E44 EECE 551 Metabolic Engineering and Synthetic Biology

Synthetic Biology is a transformative view of biology from "observation approach" to "synthesis approach." It is new "engineering" discipline and aims to make the engineering of new biological function predictable, safe, and quick. It will pave a wide range of applications to transform our views on production of sustainable energy and renewable chemicals, environmental problems, and human disease treatments. The field intersects with Metabolic Engineering in areas such as the design of novel pathways and genetic circuits for product generation and toxic chemical degradation. In this course, the field and its basis are introduced. First, relevant topics in biology, chemistry, physics, and engineering are covered. Second, students will participate in brain-storming and discussion on new biology-based systems. Last, students will design and present new synthetic biology systems to solve real-world problems. No prerequisite. Both undergrad and graduate students can take this course.

Credit 3 units. EN: BME T, TU

E44 EECE 552 Biomass Energy Systems and Engineering

This course offers background in the organic chemistry, biology and thermodynamics related to understanding the conversion of biomass. In addition includes relevant topics relating to biomass feedstock origin, harvest, transportation, storage, processing and pretreatment along with matters concerning thermo- and bio-chemical conversion technologies required to produce fuels, energy, chemicals, and materials. Also, various issues with respect to biomass characterization, economics and environmental impact will be discussed. The main objective of the course is to introduce concepts central to a large-scale integrated biomass bioconversion system. Prerequisites: Senior or graduate level standing or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 554 Molecular Biochemical Engineering

This course is set for junior level graduate students to bridge the gap between biochemical engineering theory and academic research in bioengineering. It will cover common molecular biotechnologies (molecular biology, microbiology, recombinant DNA technology, protein expression etc), biochemical models (enzyme catalysis, microbial growth, bioreactor etc) and bioengineering methodologies (protein engineering, expression control systems etc). These theories and technologies will be introduced in a manner closely related to daily academic research or biochemical industry. Areas of application include biofuel and chemical production, drug discovery and biosynthesis, bioremediation, and environmental applications. This course also contains a lab section (20~30%) that requires students to apply the knowledge learned to design experiments, learn basic experimental skills and solve current research problems. Prerequisites: E44 EECE 101 or E44 EECE 103; L41 Biol 2960 or E44 EECE 306; L41 Biol 4810; or graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 572 Advanced Transport Phenomena

Analytical tools in transport phenomena: Scaling, perturbation and stability analysis. Numerical computations of common transport problem with MATLAB tools. Low Reynolds number flows and applications to microhydrodynamics. Turbulent flow analysis and review of recent advances in numerical modeling of turbulent flows. Convective heat and mass transfer in laminar and turbulent flow systems. Introduction to two phase flow and multiphase reactors. Pressure-driven transport and transport in membranes, electrochemical systems, double layer effects and flow in microfluid devices. Prerequisites: E44 EECE 501 or (E44 EECE 301 and E44 EECE 307), or permission of instructor

Credit 3 units. EN: BME T, TU

E44 EECE 574 Electrochemical Engineering

This course will teach the fundamentals of electrochemistry and the application of the same for analyzing various electrochemical energy sources/devices. The theoretical frameworks of current-potential distributions, electrode kinetics, porous electrode and concentrated solution theory will be presented in the context of modeling, simulation and analysis of electrochemical systems. Applications to batteries, fuel cells, capacitors, copper deposition will be explored. Prerequisites: E44 EECE 501 or E44 EECE 301 and E44 EECE 307; or permission of instructor

Credit 3 units.

E44 EECE 576 Chemical Kinetics and Catalysis

This course reflects the fast, contemporary progress being made in decoding kinetic complexity of chemical reactions, in particular heterogeneous catalytic reactions. New approaches to understanding relationships between observed kinetic behaviour and reaction mechanism will be explained. Present theoretical and methodological knowledge will be illustrated by many examples taken from heterogeneous catalysis (complete and partial oxidation), combustion and enzyme processes. Prerequisite: senior or graduate student standing, or permission of instructor.

Credit 3 units. EN: BME T, TU

E44 EECE 597 EECE Project Management

An introduction to the theory and practice of engineering project management, with an emphasis on projects related to environmental protection and occupational health and safety. Topics include: project definition and justification; project evaluation and selection; financial analysis and cost estimation; project planning, including scheduling, resourcing, and budgeting; project oversight, auditing, and reporting; and effective project closure. Students will be introduced to commonly used project management tools and systems, such as work breakdown structures, network diagrams, Gantt charts, and project management software. Topics will also include project management in different organizational structures and philosophies; creating effective project teams; and managing projects in international settings. Prerequisites: Enrolled in MEng program; senior or graduate level standing or permission of instructor.

Credit 3 units.

E44 EECE 599 Master's Research

Credit variable, maximum 9 units.

Bachelor of Science in Chemical Engineering

The Bachelor of Science in Chemical Engineering (BSChE) degree program is designed to provide students with comprehensive training in chemical engineering fundamentals. This degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The BSChE degree requires the satisfactory completion of a minimum of 126 units as indicated in the BSChE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail. A sample year-by-year BSChE curriculum is also shown below.

The program of study consists of 25 units of physical and biological sciences (i.e., biology, chemistry and physics); 24 units of mathematics and engineering computing; 38 units of core chemical engineering courses; 21 units of humanities, social sciences and technical writing; and 18 units of chemical engineering electives. The chemical engineering electives permit students to tailor their studies toward specific goals such as obtaining more depth in a chemical engineering subdiscipline (e.g., materials) or increasing breadth by choosing courses from different subdisciplines. Some of these 18 units may be taken in other engineering departments or in the natural sciences or physical sciences. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the chemical engineering electives. Consult the EECE department website (<https://eece.wustl.edu/academics/undergraduate-programs/BS-in-Chemical-Engineering.html>) for more details, including the requirements that must be satisfied by these chemical engineering electives.

BSChE Requirements

Total Units Required: 126

Physical Sciences	Units
General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106) (111A and 112A recommended)	6
General Chemistry Laboratory (Chem 151, Chem 152)	4
General Physics (Physics 191, Physics 192)	6
Physics Laboratory (Physics 191L, Physics 192L)	2
Organic Chemistry I (Chem 261)	4
Unit Subtotal	22

Biological Science	Units
Biology in EECE (EECE 306) or Principles of Biology I (Biol 2960)	3 or 4
Unit Subtotal	3 or 4

Mathematics & Computing	Units
Calculus II, III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A, B (ESE 318, ESE 319)	6
Introduction to Computer Science (CSE 131)	3
Engineering Statistics with Probability (Engr 328) or Probability and Statistics for Engineering (ESE 326)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	3
Unit Subtotal	24

Chemical Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3
Process Analysis and Thermodynamics (EECE 205)	4
Thermodynamics II in EECE (EECE 204)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	3
Transport Phenomena II: Energy and Mass Transfer (EECE 307)	4
Mass Transfer Operations (EECE 304)	3
Materials Science (EECE 305)	3
Chemical Process Dynamics and Control (EECE 401)	3
Chemical Reaction Engineering (EECE 403)	3
Unit Operations Laboratory (EECE 405)	4

Process Design, Economics and Simulation (EECE 409)	2
ChE Capstone (EECE 402)	3
Unit Subtotal	38

Other	Units
Chemical Engineering electives (some of these courses can be taken outside the EECE department)	18
Engineering Ethics and Sustainability (Engr 4501)	1
Engineering Leadership and Team Building (Engr 4502)	1
Conflict Management and Negotiation (Engr 4503)	1
Humanities and social sciences electives	15
Technical Writing (Engr 310)	3
Unit Subtotal	39

BSCHE Sample Curriculum

The curriculum is designed to provide opportunities for students to explore areas of interest within chemical engineering. In addition to offering the accredited BS in Chemical Engineering, the department offers students the option to pursue the course of study leading to the BS in Applied Science with a major in chemical engineering.

Course	Fall Units	Spring Units
First Year		
Physics I, II (Physics 191, 192)	3	3
Physics I Laboratory (Physics 191L)	1	—
General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105) (111A Recommended)	3	—
General Chemistry Laboratory I, II (Chem 151, 152)	2	2
Calculus II, III (Math 132, 233)	3	3
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3	—
Physics II Laboratory (Physics 192L)	—	1
General Chemistry II or Introductory General Chemistry II (Chem 112A or Chem 106) (112A Recommended)	—	3
Introduction to Computer Science (CSE 131)	—	3
	15	15
Second Year		
Process Analysis and Thermodynamics (EECE 205)	4	—

Organic Chemistry I with Lab (Chem 261)	4	—
Differential Equations (Math 217)	3	—
Humanities/social sciences elective	6	—
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	—	3
Thermodynamics II in EECE (EECE 204)	—	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	—	3
Engineering Mathematics A (ESE 318)	—	3
Engineering Mathematics B (ESE 319)	—	3
Engineering Ethics and Sustainability (Engr 4501)	—	1
	17	16
Third Year		
Materials Science (EECE 305)	3	—
Transport Phenomena II: Energy and Mass Transfer (EECE 307)	4	—
Engineering Statistics with Probability (Engr 328)	3	—
ChE elective	3	3
Humanities/social sciences elective	3	3
Engineering Leadership and Team Building (Engr 4502)	1	—
Mass Transfer Operations (EECE 304)	—	3
Biology in EECE (EECE 306) **	—	3
Technical Writing (Engr 310)	—	3
Conflict Management and Negotiation (Engr 4503)	—	1
	17	16
Fourth Year		
Chemical Process Dynamics and Control (EECE 401)	3	—
Chemical Reaction Engineering (EECE 403)	3	—
Unit Operations Laboratory (EECE 405)	4	—
Process Design, Economics and Simulation (EECE 409)	2	—
ChE electives	3	9
ChE Capstone (EECE 402)	—	3
Humanities/social sciences elective	—	3
	15	15

- * ESE 326 Probability and Statistics for Engineering can be substituted.
- ** Students intending to pursue medical school should take Biol 2960 Principles of Biology I (4 units) in place of EECE 306 Biology in EECE.

Program Educational Objective

The Program Educational Objective for the BSChE degree program is that, within a few years of graduation, graduates will do the following:

1. Engage in professional practice, and/or
2. Attain advanced knowledge through graduate education or professional training in chemical engineering or their chosen field.

All will use their knowledge, skill, and abilities to serve society in a way that promotes equity and sustainability and additionally pursue activities that promote professional growth and fulfillment.

Bachelor of Science in Environmental Engineering

The Bachelor of Science in Environmental Engineering (BSEnvE) degree program is designed to provide students with comprehensive training in environmental engineering fundamentals. The program has been designed with the goal of receiving accreditation by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). Accreditation can be sought once the program has had its first graduates; the program was launched at the start of the 2018-19 spring semester. The EnvE degree requires satisfactory completion of a minimum of 126 units as indicated in the BSEnvE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail. A sample year-by-year BSEnvE curriculum is also shown below.

The program of study consists of 26 units of physical and biological sciences (i.e., biology, chemistry and physics); 21 units of mathematics and engineering computing; 43 units of core environmental engineering courses; 21 units of humanities, social sciences and technical writing; and 15 units of environmental engineering and science electives. The environmental engineering electives permit students to tailor their studies toward specific goals. Some of these 15 units may be taken in other engineering departments, and one course is explicitly required to be chosen from a set of natural science options. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the environmental engineering and science electives. Consult the EECE department website (<https://>

eece.wustl.edu/academics/undergraduate-programs/BS-in-Environmental-Engineering.html) for more details, including the requirements that must be satisfied by these environmental engineering and science electives.

BSEnvE Requirements

Total Units Required: 126

Physical Sciences	Units
General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106) (111A and 112A Recommended)	6
General Chemistry Laboratory (Chem 151, Chem 152)	4
General Physics (Physics 191, Physics 192)	6
Physics Laboratory (Physics 191L, Physics 192L)	2
Organic Chemistry I (Chem 261)	4
Unit Subtotal	22

Biological Science	Units
Principles of Biology I (Biol 2960)	4
Unit Subtotal	4

Mathematics & Computing	Units
Calculus II, III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A (ESE 318)	3
Introduction to Computer Science (CSE 131)	3
Engineering Statistics with Probability (Engr 328) or Probability and Statistics for Engineering (ESE 326)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	3
Unit Subtotal	21

Environmental Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3
Process Analysis and Thermodynamics (EECE 205)	4
Thermodynamics II in EECE (EECE 204)	3
Introduction to Environmental Engineering (EECE 210)	3
Environmental Engineering Fate and Transport (EECE 309)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	3
Green Engineering (EECE 311)	3
Environmental Biotechnology (EECE 407)	3
Air Quality Engineering with Lab (EECE 314)	4
Environmental Engineering Laboratory (EECE 425)	3

Environmental Chemistry Selection (EECE 505 or EECE 531)	3
Physical and Chemical Processes for Water Treatment (EECE 533)	3
Process Design, Economics and Simulation (EECE 409)	2
Environmental Engineering Capstone (EECE 404)	3
Unit Subtotal	43

Other	Units
Environmental Engineering electives (some of these courses can be taken outside the EECE department)	12
Natural science elective	3
Engineering Ethics and Sustainability (Engr 4501)	1
Engineering Leadership and Team Building (Engr 4502)	1
Conflict Management and Negotiation (Engr 4503)	1
Environmental humanities or social sciences elective	3
Other humanities and social sciences electives	12
Technical Writing (Engr 310)	3
Unit Subtotal	36

BSEnVE Sample Curriculum

Course	Fall Units	Spring Units
First Year		
Physics I, II (Physics 191, 192)	3	3
Physics I Laboratory (Physics 191L)	1	—
General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105) (111A Recommended)	3	—
General Chemistry Laboratory I, II (Chem 151, 152)	2	2
Calculus II, III (Math 132, 233)	3	3
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3	—
Physics II Laboratory (Physics 192L)	—	1
General Chemistry II or Introductory General Chemistry II (Chem 112A or Chem 106) (112A Recommended)	—	3
Introduction to Computer Science (CSE 131)	—	3
	15	15
Second Year		
Process Analysis and Thermodynamics (EECE 205)	4	—

Organic Chemistry I with Lab (Chem 261)	4	—
Differential Equations (Math 217)	3	—
Humanities/social sciences elective	3	—
Environmental humanities and social sciences elective	3	—
Engineering Mathematics A (ESE 318)	—	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	—	3
Thermodynamics II in EECE (EECE 204)	—	3
Introduction to Environmental Engineering (EECE 210)	—	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	—	3
	17	15
Third Year		
Environmental Engineering Fate and Transport (EECE 309)	3	—
Green Engineering (EECE 311)	3	—
Air Quality Engineering with Lab (EECE 314)	4	—
Engineering Statistics with Probability (Engr 328)	3	—
Humanities/social sciences elective	3	—
Environmental Engineering Laboratory (EECE 425)	—	3
Technical Writing (Engr 310)	—	3
Principles of Biology I (Biol 2960)	—	4
Physical and Chemical Processes for Water Treatment (EECE 533)	—	3
Environmental engineering elective	—	3
	16	16
Fourth Year		
Process Design, Economics and Simulation (EECE 409)	2	—
Environmental Biotechnology (EECE 407)	3	—
Engineering Ethics and Sustainability (Engr 4501)	1	—
Engineering Leadership and Team Building (Engr 4502)	1	—
Aquatic Chemistry or Environmental Organic Chemistry (EECE 505 or EECE 531) (Environmental chemistry elective)	3	—
Environmental engineering elective	3	6

Humanities/social sciences elective	3	3
Natural science elective	—	3
Conflict Management and Negotiation (Engr 4503)	—	1
Environmental Engineering Capstone (EECE 404)	—	3
	16	16

* ESE 326 Probability and Statistics for Engineering can be substituted.

Program Educational Objective

The Program Educational Objective for the BSEnvE degree program is that, within a few years of graduation, graduates will do the following:

1. Engage in professional practice, and/or
2. Attain advanced knowledge through graduate education or professional training in environmental engineering or their chosen field.

All will use their knowledge, skill, and abilities to serve society in a way that promotes equity and sustainability and additionally pursue activities that promote professional growth and fulfillment.

Bachelor of Science in Applied Science (Chemical Engineering)

This degree serves students who wish to be exposed to key chemical engineering principles yet seek a more flexible curriculum. In addition to the general requirements for a McKelvey Applied Science Degree (p. 1291), the Bachelor of Science in Applied Science (Chemical Engineering) requires 25 units of core courses as well as at least 8 units of upper-level chemical engineering courses from a list of options. Consult the EECE department website (<https://eece.wustl.edu/academics/undergraduate-programs/BS-in-Applied-Science-Chemical-Engineering.html>) for the specific courses that can be taken to fulfill the requirements of this degree.

Double Majors and the Pre-Medical Program

Double Majoring in the EECE Department

The Applied Science/Chemical Engineering (BSAS-ChE) degree cannot be combined as a double major with either environmental engineering (BSEnvE) or chemical engineering (BSChE). Students may, in principle, double major in both environmental engineering (BSEnvE) and chemical engineering (BSChE), but this is not recommended for logistical and course load reasons.

Specifically, in the third and fourth years, each of the two majors will have multiple required courses in the same semester, possibly at conflicting times. For example, both Capstone courses would be required.

For students wishing to combine chemical and environmental interests, it is recommended that they major in chemical engineering (BSChE) and minor in environmental engineering science.

Double Majors & Premedicine

Some students may be able to take more than the 126-unit minimum during a four-year program, especially if they have Advanced Placement units. This permits the choice of additional free electives from such areas as biology, computer science, humanities, social sciences or other engineering courses. It also provides an opportunity to pursue a double major. The rules for combining majors in engineering and multiple majors involving other university divisions are described in the Combined Majors and/or Multiple Degrees (p. 1174) section of the McKelvey School of Engineering *Bulletin*.

Traditionally, the department's undergraduate degrees have been popular with students interested in medicine because the curriculum automatically satisfies many of the premedical requirements. Many of the additional needed courses can be taken as electives.

The Minor in Environmental Engineering Science

The EECE department sponsors an undergraduate minor in environmental engineering science. This 21-unit program prepares the student to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. Visit the EECE department website (<https://eece.wustl.edu/academics/undergraduate-programs/minors.html>) for more information.

Units required: 21

Required courses:

Select from the following menus:

Introduction* (3 units):

Code	Title	Units
EECE 101	Introduction to Energy, Environmental and Chemical Engineering (fall)	3
EECE 210	Introduction to Environmental Engineering (spring)	3

Environmental Chemistry (3 units):**

Code	Title	Units
EECE 505	Aquatic Chemistry (fall)	3
EECE 531	Environmental Organic Chemistry (fall)	3

Environmental Engineering electives (9 units):**

Code	Title	Units
EECE 309	Environmental Engineering Fate and Transport (fall)	3
EECE 311	Green Engineering (fall)	3
EECE 314	Air Quality Engineering with Lab (fall)	4
EECE 407	Environmental Biotechnology (fall)	3
EECE 425	Environmental Engineering Laboratory (spring)	3
EECE 504	Aerosol Science and Technology (fall)	3
EECE 514	Atmospheric Science and Climate (spring)	3
EECE 533	Physical and Chemical Processes for Water Treatment (spring)	3

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they become available.

Natural Science (3 units):

Code	Title	Units
Biol 381	Introduction to Ecology (spring)	3
EPSc 323	Biogeochemistry (spring)	3
EPSc 386	The Earth's Climate System	3
EPSc 317 or EPSc 413	Soil Science Introduction to Soil Science	3
EPSc 428	Hydrology (fall, most years)	3
EPSc 442 or EPSc 444	Aqueous Geochemistry Environmental Geochemistry	3

Environmental Policy and Social Science (3 units):

Code	Title	Units
EnSt 310	Ecological Economics (fall, spring)	3
EnSt 346	Environmental Justice	3
EnSt 357	Multiparty Environmental Decision Making (spring)	3
Econ 451	Environmental Policy (fall)	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6
EnSt 461	Intro to Environmental Law	3
EnSt 539	Interdisciplinary Environmental Clinic (fall, spring)	var.; max 3
Pol Sci 3752	Topics in American Politics	3

* First-year students potentially interested in majoring in chemical engineering should take EECE 101; all other students working toward the minor in environmental engineering science should take EECE 210.

** Students taking both environmental chemistry courses can count one of them toward the environmental engineering electives.

Committee to Oversee Environmental Engineering Science Minor

Daniel Giammar (<https://engineering.wustl.edu/Profiles/Pages/Daniel-Giammar.aspx>) (EECE, Coordinator); Kristen Wyckoff (<https://engineering.wustl.edu/faculty/Kristen-Wyckoff.html>) (EECE); Brent Williams (<https://engineering.wustl.edu/faculty/Brent-Williams.html>) (EECE)

The Minor in Energy Engineering

Objective: The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering.

The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

Basic and Applied Sciences (fundamental content) (two courses):

Code	Title	Units
EECE 205 or MEMS 301	Process Analysis and Thermodynamics (fall) Thermodynamics	4 or 3
EECE 301 or MEMS 3410	Transport Phenomena I: Basics and Fluid Mechanics (spring) Fluid Mechanics	3
EECE 307 or MEMS 3420	Transport Phenomena II: Energy and Mass Transfer (fall)* Heat Transfer	3 or 4
ESE 332	Power, Energy and Polyphase Circuits (spring)	3

* EECE 303 Transport III: Energy Transfer Processes also fulfilled this requirement, but this course is no longer offered.

Social Science/Policy/Economics Elective (students choose one course):

Code	Title	Units
Anthro 3472	Global Energy and the American Dream	3
EnSt 347	Sustainable Cities	3
EnSt 350W	Writing Skills for Environmental Professionals (spring)	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 451	Environmental Policy (fall)	3

Electives:

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 311	Green Engineering (fall)	3
EECE 411	International Experience in EECE (summer/fall)	3
EECE 512	Combustion Phenomena (fall)	3
EECE 552	Biomass Energy Systems and Engineering (spring)	3
ESE 434	Solid-State Power Circuits and Applications (fall)	3
ESE 435	Electrical Energy Laboratory (spring)	3
MEMS 412	Design of Thermal Systems (spring)	3
MEMS 5420	HVAC Analysis and Design I (fall)	3
MEMS 5421	HVAC Analysis and Design II (spring)	3
MEMS 5422	Solar Thermal Energy Systems (summer)	3
MEMS 5423	Sustainable Environmental Building Systems (fall)	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy Systems	3
MEMS 5705	Wind Energy Systems (spring)	3

Committee to Oversee Energy Engineering Minor

Peng Bai (<https://engineering.wustl.edu/faculty/Peng-Bai.html>) (EECE, Coordinator); Bruno Sinopoli (<https://engineering.wustl.edu/Profiles/Pages/Bruno-Sinopoli.aspx>) (ESE); David Peters (<https://engineering.wustl.edu/faculty/David-Peters.html>) (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

The Minor in Nanoscale Science & Engineering

Nanotechnology deals with materials, structures and devices with dimensions that are in the 1- to 100-nm length scale. These entities have properties (physical, chemical and biological) that are very different from their bulk counterparts, and they can be tuned to obtain novel and desired functionalities. The goal of this minor is to enhance the student's background, knowledge and skills in the topical area of nanotechnology. The minor includes courses in several fields of science and engineering; it encompasses all of the departments in the McKelvey School of Engineering as well as several departments in Arts & Sciences. It is open to undergraduate students pursuing an engineering degree or a related Arts & Sciences major (e.g., chemistry, physics, biology, environmental studies, pre-med).

The minor in nanoscale science and engineering involves the following components. Starting with courses covering the fundamentals, students gain knowledge in synthesis and applications as well as characterization, structure and modeling. Two additional requirements are the cleanroom lab class (MEMS 5801 Micro-Electro-Mechanical Systems I) and the completion of a faculty-supervised independent study project over the course of at least two semesters. The mix of courses should provide the student with a significant background in nanotechnology, and it should promote independent thinking through the student's work on a research or educational project.

Units required: 18

Required courses: Select from the following menus:

Fundamentals (choose one course):

Code	Title	Units
Biol 4810	General Biochemistry I	3
Chem 401	Physical Chemistry I	3
Chem 465	Solid-State and Materials Chemistry	3
EECE 305	Materials Science	3
MEMS 3601	Materials Engineering	3

MEMS 3610	Materials Science	3
Physics 217	Introduction to Quantum Physics	3
Physics 352	Physics of Biomolecules	3
Physics 472	Solid State Physics	3

Synthesis and Applications (choose one course):

Code	Title	Units
EECE 504	Aerosol Science and Technology	3
EECE 534	Environmental Nanochemistry	3
ESE 436	Semiconductor Devices	3
ESE 438	Applied Optics	3
ESE 532	Introduction to Nano-Photonic Devices	3
MEMS 463	Nanotechnology Concepts and Applications	3
MEMS 5606	Soft Nanomaterials	3

Characterization, Structure and Modeling (choose one course):

Code	Title	Units
Chem 479	Computational Chemistry and Molecular Modeling	3
Chem 543	Physical Properties of Quantum Nanostructures	3
Chem 550	Mass Spectrometry	3
EECE 516	Measurement Techniques for Particle Characterization	3
MEMS 5602	Non-metallics	3
MEMS 5603	Materials Characterization Techniques I	3
MEMS 5604	Materials Characterization Techniques II	3
MEMS 5612	Atomistic Modeling of Materials	3

Cleanroom Laboratory/Theory Class (required):

Code	Title	Units
MEMS 5801	Micro-Electro-Mechanical Systems I	3

Independent Study Project (required):

Students should sign up for at least **two semesters** of independent study and work on a project related to nanotechnology under the supervision of a faculty member. A list of projects with potential faculty mentors will be circulated during the spring semester each year. Before completing the independent study project, students must be registered for the nanoscale science and engineering minor program, and they must have completed at least two of the courses from the above categories. Students can also come up with their own ideas for

projects, but these require approval from the Nanoscale Science and Engineering Minor Committee and a faculty mentor. All independent study projects should address one of the following two criteria:

- Connect material processing to structural features on the length scale of 1 to 100 nm
- Connect structural features on the 1-to-100-nm length scale in a material to its physical or chemical properties

The courses listed above will count for elective credit for all Engineering majors; however, students should check with their major advisors to confirm this.

Committee to Oversee Nanoscale Science and Engineering Minor

Rohan Mishra (<https://engineering.wustl.edu/faculty/Rohan-Mishra.html>) (MEMS, Coordinator), Elijah Thimsen (<https://engineering.wustl.edu/faculty/Elijah-Thimsen.html>) (EECE)

Visit the EECE website (<https://eece.wustl.edu/undergraduate/programs/Pages/minors.aspx>) for more information.

Mechanical Engineering & Materials Science

About Mechanical Engineering & Materials Science

The Department of Mechanical Engineering & Materials Science (MEMS) offers the Bachelor of Science in Mechanical Engineering (BSME) and the Bachelor of Science in Applied Science (Mechanical Engineering). In addition, minors in aerospace engineering, energy engineering, environmental engineering science, materials science & engineering, nanoscale science & engineering, robotics, mechatronics, and mechanical engineering as well as in related scientific and engineering fields are available to students.

The MEMS curriculum emphasizes the core principles of mechanics (i.e., the study of forces, materials and motion) that underlie mechanical engineering. The common curriculum during the student's early academic development encourages breadth of understanding, interdisciplinary thinking and creativity. During their first, sophomore and early junior years, students are focused on learning fundamental concepts in statics, dynamics, fluid mechanics and thermodynamics. During the junior and senior years, students choose electives that emphasize their specific interests and prepare them for a particular professional or academic career. The undergraduate curriculum for the BSME degree provides MEMS students with a strong base in fundamental mathematics, science and engineering. It exposes the students to diverse applications of mechanics and materials, and it provides them with the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical to a variety of important emerging technologies. Mechanical engineers design and develop artificial organs, prosthetic limbs, robotic devices, adaptive materials, efficient propulsion mechanisms, high-performance aerospace structures, and advanced renewable energy systems. The core concepts of mechanics, thermal systems and materials science are at the heart of these technologies.

Mission Statement

The MEMS faculty is committed to providing the best possible undergraduate mechanical engineering education possible. We strive to nurture the intellectual, professional and personal development of the students, to continually improve the curriculum, to be professionally current, and to maintain state-of-the-art facilities for teaching and learning.

We seek to prepare students for professional practice with a scientifically grounded foundation in the major topics of mechanical engineering: solid mechanics, mechanical design, dynamics and vibrations, systems control, fluid mechanics, thermal science and materials science.

Graduate Programs

The department offers programs for graduate study at both the master's and doctoral levels. All programs are designed to direct advanced study into an area of specialization and original research that includes recent scientific and technological advances.

A graduate degree can provide significant advantages and rewards to a mechanical engineer, including increased income and a wider range of career options. Graduate programs include professional, course-option master's degrees (MS and MEng) as well as research-based master's (MS) and doctoral (PhD) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives during the third and fourth years can facilitate the transition to graduate work. The master's degrees can be pursued on a part-time or full-time basis, whereas the PhD degrees are typically pursued by full-time students.

Website: <https://mems.wustl.edu/academics/undergraduate/index.html>

Faculty

Chair

Philip V. Bayly (<https://engineering.wustl.edu/faculty/Philip-Bayly.html>)

The Lee Hunter Distinguished Professor of Mechanical Engineering
PhD, Duke University
Nonlinear dynamics, vibrations, biomechanics

Associate Chairs

Katharine M. Flores (Materials Science) (<https://engineering.wustl.edu/faculty/Katharine-Flores.html>)

PhD, Stanford University
Mechanical behavior of structural materials

David A. Peters (Mechanical Engineering) (<https://engineering.wustl.edu/faculty/David-Peters.html>)

McDonnell Douglas Professor of Engineering
PhD, Stanford University
Aeroelasticity, vibrations, helicopter dynamics, aerodynamics

Endowed Professors

Ramesh K. Agarwal (<https://engineering.wustl.edu/faculty/Ramesh-Agarwal.html>)

William Palm Professor of Engineering
PhD, Stanford University
Computational fluid dynamics, computational physics

Guy M. Genin (<https://engineering.wustl.edu/faculty/Guy-Genin.html>)

Harold & Kathleen Faught Professor of Mechanical Engineering
PhD, Harvard University
Solid mechanics, fracture mechanics

Mark J. Jakiela (<https://engineering.wustl.edu/faculty/Mark-Jakiela.html>)

Lee Hunter Professor of Mechanical Design
PhD, University of Michigan
Mechanical design, design for manufacturing, optimization, evolutionary computation

Shankar M.L. Sastry (<https://engineering.wustl.edu/faculty/Shankar-Sastry.html>)

Christopher I. Byrnes Professor of Engineering
PhD, University of Toronto
Materials science, physical metallurgy

Srikanth Singamaneni (<https://engineering.wustl.edu/faculty/Srikanth-Singamaneni.html>)

Lilyan and E. Lisle Hughes Professor of Mechanical Engineering
PhD, Georgia Institute of Technology
Microstructures of cross-linked polymers

Professors

Jianjun Guan (<https://engineering.wustl.edu/faculty/Jianjun-Guan.html>)

PhD, Zhejiang University
Biomimetic biomaterials synthesis, scaffold fabrication

Jessica E. Wagenseil (<https://engineering.wustl.edu/faculty/Jessica-Wagenseil.html>)

DSc, Washington University
Arterial biomechanics

Associate Professors

Spencer P. Lake (<https://engineering.wustl.edu/faculty/Spencer-Lake.html>)

PhD, University of Pennsylvania
Soft-tissue biomechanics

Xianglin Li

PhD, University of Connecticut
Multiphase heat and mass transfer in energy systems;
computational fluid dynamics

J. Mark Meacham (<https://engineering.wustl.edu/faculty/Mark-Meacham.html>)

PhD, Georgia Institute of Technology
Micro-/nanotechnologies for thermal systems and the life sciences

Rohan Mishra (<https://engineering.wustl.edu/faculty/Rohan-Mishra.html>)

PhD, The Ohio State University
Computational materials science

Amit Pathak (<https://engineering.wustl.edu/faculty/Amit-Pathak.html>)

PhD, University of California, Santa Barbara
Cellular biomechanics

Assistant Professors

Matthew R. Bersi (<https://engineering.wustl.edu/faculty/Matthew-Bersi.html>)

PhD, Yale University
Biomedical engineering

Sang-Hoon Bae

PhD, University of California, Los Angeles
Materials growth, optoelectronics, renewable energy

Patricia B. Weisensee (<https://engineering.wustl.edu/faculty/Patricia-Weisensee.html>)

PhD, University of Illinois at Urbana-Champaign
Thermal fluids

Professor of the Practice

Swami Karunamoorthy (<https://engineering.wustl.edu/faculty/Swami-Karunamoorthy.html>)

DSc, Washington University
Helicopter dynamics, engineering education

Teaching Professors

Emily J. Boyd (<https://engineering.wustl.edu/faculty/Emily-Boyd.html>)

PhD, University of Texas at Austin
Thermofluids

Ruth J. Okamoto (<https://engineering.wustl.edu/faculty/Ruth-Okamoto.html>)

DSc, Washington University
Biomechanics, solid mechanics

Joint Faculty

Richard L. Axelbaum (Energy, Environmental & Chemical Engineering) (<https://engineering.wustl.edu/faculty/Richard-Axelbaum.html>)

Stifel & Quinette Jens Professor of Environmental Engineering Science
PhD, University of California, Davis
Combustion, nanomaterials

Elliot L. Elson (Biochemistry & Molecular Biophysics) (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=188)

Professor Emeritus of Biochemistry & Molecular Biophysics
PhD, Stanford University
Biochemistry, molecular biophysics

Michael D. Harris (Physical Therapy, Orthopaedic Surgery, and Mechanical Engineering & Materials Science) (<https://pt.wustl.edu/people/michael-d-harris-phd/>)

PhD, University of Utah
Whole body and joint-level orthopaedic biomechanics

Kenneth F. Kelton (Physics) (<https://physics.wustl.edu/people/kenneth-f-kelton/>)

Arthur Holly Compton Professor of Arts & Sciences
PhD, Harvard University
Study and production of titanium-based quasicrystals and related phases

Eric C. Leuthardt (Neurological Surgery and Biomedical Engineering) (<https://neurosurgery.wustl.edu/people/eric-c-leuthardt-md/>)

MD, University of Pennsylvania School of Medicine
Neurological surgery

Lori Setton (Biomedical Engineering) (<https://engineering.wustl.edu/faculty/Lori-Setton.html>)

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering
PhD, Columbia University
Biomechanics for local drug delivery, tissue regeneration specific to the knee joints and spine

Matthew J. Silva (Orthopaedic Surgery) (<http://www.orthoresearch.wustl.edu/content/Laboratories/2963/Matthew-Silva/Silva-Lab/Overview.aspx>)

Julia and Walter R. Peterson Orthopaedic Research Professor
PhD, Massachusetts Institute of Technology
Biomechanics of age-related fractures and osteoporosis

Simon Tang (Orthopaedic Surgery and Biomedical Engineering) (<http://www.orthoresearch.wustl.edu/content/Laboratories/3043/Simon-Tang/Tang-Lab/Overview.aspx>)
PhD, Rensselaer Polytechnic Institute
Biological mechanisms

Senior Professors

Phillip L. Gould
PhD, Northwestern University
Structural analysis and design, shell analysis and design, biomechanical engineering

Kenneth L. Jerina (<https://engineering.wustl.edu/faculty/Ken-Jerina.html>)
DSc, Washington University
Materials, design, solid mechanics, fatigue, fracture

Salvatore P. Sutera
PhD, California Institute of Technology
Viscous flow, biorheology

Barna A. Szabo
PhD, State University of New York at Buffalo
Numerical simulation of mechanical systems, finite-element methods

Senior Lecturer

Louis G. Woodhams (<https://engineering.wustl.edu/faculty/Louis-Woodhams.html>)
BS, University of Missouri–St. Louis
Computer-aided design

Lecturers

Chiamaka Asinugo (<https://engineering.wustl.edu/faculty/Chiamaka-Asinugo.html>)
MS, Washington University
Mechanical engineering design

Sharniece Holland (<https://engineering.wustl.edu/faculty/Sharniece-Holland.html>)
PhD, University of Alabama
Additive manufacturing, mathematics

Jeffery Krampf (<https://engineering.wustl.edu/faculty/Jeff-Krampf.html>)
MS, Washington University
Fluid mechanics, modeling, design

J. Jackson Potter (<https://engineering.wustl.edu/faculty/Jackson-Potter.html>)
PhD, Georgia Institute of Technology
Senior design

H. Shaun Sellers (<https://engineering.wustl.edu/faculty/Shاون-Sellers.html>)
PhD, Johns Hopkins University
Mechanics, materials

Adjunct Instructors

Ricardo L. Actis
DSc, Washington University
Finite element analysis, numerical simulation, aircraft structures

Robert G. Becnel
MS, Washington University
FE review

Harold Brandon
DSc, Washington University
Energetics, thermal systems

Andrew W. Cary
PhD, University of Michigan
Computational fluid dynamics

Dan E. Driemeyer
PhD, University of Illinois
Thermoscience

Richard S. Dyer
PhD, Washington University
Propulsion, thermodynamics, fluids

Timothy W. Jackson
PhD, University of Washington
Structural analysis, dynamics

Richard R. Janis
MS, Washington University
Building environmental systems

Gary D. Renieri
PhD, Virginia Polytechnic Institute and State University
Structural applications, composite materials

Krishnan K. Sankaran
PhD, Massachusetts Institute of Technology
Metallic materials

Michael C. Wendl
DSc, Washington University
Mathematical theory, computational methods in biology and engineering

Majors

Please visit the following pages for more information about our undergraduate programs:

- Bachelor of Science in Mechanical Engineering (p. 1284)
- Bachelor of Science in Applied Science (Mechanical Engineering) (p. 1286)

Minors

Please visit the following pages for information about our minors:

- Minor in Aerospace Engineering (p. 1287)
- Minor in Energy Engineering (p. 1269)
- Minor in Environmental Engineering Science (p. 1268)
- Minor in Materials Science & Engineering (p. 1287)
- Minor in Mechanical Engineering (p. 1289)
- Minor in Mechatronics (p. 1289)
- Minor in Nanoscale Science & Engineering (p. 1270)
- Minor in Robotics (p. 1290)

Courses

Visit online course listings to view semester offerings for E37 MEMS (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E37&crslvl=1:5>).

E37 MEMS 1001 Machine Shop Practicum

Operation of basic machine tools including: lathe, drill press, grinder and mill. Machine tool use and safety are covered. Student shop privilege requires completion of this practicum. Credit 1 unit. EN: TU

E37 MEMS 1004 Advanced Machine Shop Practicum

Students will learn to use the vertical machining centers (LPM and 2op), bed mill, and CNC Lathe. Conversation programming and CAD/CAM programming will be taught. Learning to load and unload tooling, set tooling offset, reconcile tools within a program, satisfy machine operational requirements, and complete safety checks will be part of the learning experience. You will learn to read G-Code and M-Code generated by the CAM program and recognize machining events in real time. Prerequisites: MEMS 1001 Machine Shop Practicum. Credit 1 unit. EN: TU

E37 MEMS 101 Introduction to Mechanical Engineering and Mechanical Design

Mechanical engineers face new challenges in the areas of energy, materials, and systems. This course introduces students to these areas through team-based, hands-on projects that emphasize engineering design, analysis, and measurement skills. Credit 2 units. EN: TU

E37 MEMS 103 Computer-Aided Design — AutoCAD

AutoCAD is the most used two-dimensional drawing software for architectural and engineering production drawings. Introduction to AutoCAD, title blocks, drawing setup, absolute and relative coordinates, drawing entities, layouts, drafting geometry, dimensioning, plotting drawings to scale, sectional and other special views, isometric pictorial views. Class work involves typical drawings from industry. Credit 1 unit. EN: TU

E37 MEMS 201 Numerical Methods and Matrix Algebra

This course provides students with computational tools for solving mechanical, structural, and aerospace engineering problems. An introduction to MATLAB will be presented, including data input/output, program flow control, functions and graphics. Topics covered include matrices, determinants, rank, vector spaces, solutions of linear systems, interpolation and

curve fitting, numeric differentiation and integration, eigenvalue and initial-value problems, nonlinear equations, and optimization. Each topic will be treated in the context of a typical engineering application. Prerequisite: Math 217.

Credit 3 units. EN: TU

E37 MEMS 202 Computer-Aided Design

An introduction to computer-aided engineering design in the context of mechanical and structural engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching skills, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of structures, devices and machines. Topics include: detailing design for production, fasteners, dimensioning, tolerancing, creation of part and assembly drawings, computer-aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces, assembly constraints, and interference checking.

Credit 2 units. EN: TU

E37 MEMS 203 Advanced CAD

Topics covered will include computer-aided design, analysis, and optimization of parts and assemblies; solid modeling of complex surfaces, creation of detail drawings, and dimensioning and tolerancing; assembly modeling, assembly constraints, and interference checking; motion constraints, force and acceleration analysis, and thermal analysis; and part optimization for weight, strength, and thermal characteristics using SOLIDWORKS software. Prerequisite: MEMS 202 or equivalent.

Credit 3 units. EN: TU

E37 MEMS 205 Mechanics and Materials Science Laboratory

Laboratory experiments and exercises focusing on mechanical properties of engineering materials; metallography; heat treatment; beam deflection; stress and strain measurement; properties and structure of engineering materials; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisite: MEMS 253. Corequisite: MEMS 3610.

Credit 2 units. EN: TU

E37 MEMS 253 Statics and Mechanics of Materials

Principles of statics, solid mechanics, force systems and equilibrium. Equivalent systems of forces and distributed forces. Applications to trusses, frames, machines, beams, and cables. Mechanics of deformable solids and indeterminate problems. Stress, strain, deflection, yield and failure in beams, columns, and torsion members. Prerequisite: Physics 197. Corequisite: Math 217.

Credit 3 units. EN: TU

E37 MEMS 255 Dynamics

Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor. Computer problems form a significant part of the class. Corequisite: Math 217.

Credit 3 units. EN: TU

E37 MEMS 301 Thermodynamics

This course of classical thermodynamics is oriented toward mechanical engineering applications. It includes properties and states of a substance, processes, cycles, work, heat, and energy. Steady-state and transient analyses utilize the First and Second Laws of Thermodynamics for closed systems and control volumes, as well as the concept of exergy. Prerequisites: Chem 105 or 111A, Math 132, Physics 197.

Credit 3 units. EN: BME T, TU

E37 MEMS 305 Fluid Mechanics and Heat Transfer**Laboratory**

Laboratory experiments and exercises focusing on fluid properties, flow phenomena, thermal science and heat transfer phenomena; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisite: MEMS 3410. Corequisite: MEMS 3420.

Credit 2 units. EN: TU

E37 MEMS 3110 Machine Elements

This course includes weekly lectures and a bi-weekly lab. Lectures introduce the engineering design process, review stresses and failure theories, and present a variety of machine elements (such as bearings, shafts, gears, belts, springs, etc.) and their governing equations. In lab, students use a commercial CAD package (SolidWorks) to create and constrain models of machine assemblies, analyze stresses in machine components, and create animations to demonstrate machine motion. Course material is presented in the context of a semester-long engineering design problem that culminates in a final group project. Student teams generate their own design concept to embody in CAD and characterize it with engineering and analytical models. Prerequisite: MEMS 253. Corequisite: MEMS 3610.

Credit 3 units. EN: BME T, TU

E37 MEMS 312 Multidisciplinary Design & Prototyping

This hands-on course introduces students to the engineering design process and a variety of prototyping tools and techniques. Skills are developed through weekly studios, individual exercises, and a design project performed in multidisciplinary teams. Lectures focus on design principles and real-world issues for engineered products. The current theme of this course is "accessible game controllers," seeking to create innovative, low-cost and effective input devices to meet the needs of more gamers with disabilities. This course is open to students from all majors and disciplines.

Credit 3 units. EN: TU

E37 MEMS 3410 Fluid Mechanics

Fundamental concepts of fluids as continua. Topics include: viscosity, flow fields, velocity, vorticity, streamlines, fluid statics, hydrostatic forces, manometers, conservation of mass and momentum, incompressible inviscid flow, dimensional analysis and similitude, flow in pipes and ducts, flow measurement, boundary-layer concepts, flow in open channels. Corequisite: MEMS 255. Prerequisites: Math 233 and Math 217.

Credit 3 units. EN: BME T, TU

E37 MEMS 3420 Heat Transfer

This course provides an introductory treatment of the principles of heat transfer by conduction, convection, or radiation; analysis of steady and unsteady conduction with numerical solution methods; analytical and semi-empirical methods of forced and natural convection; boiling and condensation heat transfer; and radiation heat transfer. Prerequisites: MEMS 3410 and MEMS 301, ESE 319, and MEMS 201 or ESE 318.

Credit 3 units. EN: BME T, TU

E37 MEMS 350 Solid Mechanics

A continuation of MEMS 253 containing selected topics in the mechanics of deformable solids, presented at a level intermediate between introductory strength of materials and advanced continuum mechanics. Lectures will discuss elastic and elasto-plastic response, failure criteria, composites, beams, and structural stability as well as provide an introduction of the tensorial formulation of stress and strain and the governing equations of 3D linear elasticity. Mathematical methods from calculus, linear algebra and linear differential equations will be used. Computer problems form a significant part of the class. MEMS 255 not required. Prerequisite: MEMS 253. Corequisite: MEMS 201 or ESE 318.

Credit 3 units. EN: BME T, TU

E37 MEMS 3601 Materials Engineering

The application of fundamental materials science principles in engineering disciplines. Topics include: design of new materials having unique property combinations, selection of materials for use in specific service environment, prediction of materials performance under service conditions, development of processes to produce materials with improved properties, structural and functional use of metals, polymers, ceramics and composites.

Credit 3 units. EN: BME T, TU

E37 MEMS 3610 Materials Science

Introduction to properties, chemistry and physics of engineering materials; conduction, semiconductors, crystalline structures, imperfections, phase diagrams, kinetics, mechanical properties, ceramics, polymers, corrosion, magnetic materials, and thin films; relationship of atomic and molecular structure to physical and chemical properties; selection of materials for engineering applications; relationships between physical properties, chemical properties and performance of engineering materials. Prerequisite: Chem 105 or 111A and 151.

Credit 3 units. EN: BME T, TU

E37 MEMS 400 Independent Study

Independent investigation on topic of special interest. Prerequisites: junior or senior standing and permission of department chair. Students must complete the Independent Study Approval form available in the department office. Credit variable, maximum 3 units.

E37 MEMS 4001 Fundamentals of Engineering Review

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include engineering mathematics, statics, dynamics, thermodynamics, heat

transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included.

Credit 1 unit.

E37 MEMS 405 Vibrations and Machine Elements Laboratory

Laboratory experiments and exercises focusing on vibration of mechanical systems; kinematic response, dynamic response, and design of mechanisms and machine components; displacements, velocities, and accelerations in mechanical systems and components; response to static and dynamic forces; transient and steady state response; design of mechanical components for power transmission; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports and presentation of data. Prerequisite: MEMS 3110. Corequisite: MEMS 4310.

Credit 2 units. EN: TU

E37 MEMS 4050 Vibrations Lab

Laboratory experiments, data analysis, and simulation, focusing on vibration of mechanical systems; kinematic and dynamic response; and design of mechanisms and machine components; displacements, velocities, and accelerations in mechanical systems and components; response to static and dynamic forces; transient and steady state response; design of mechanical components for power transmission; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports and presentation of data. MATLAB will be used for data analysis and simulation. Pre-requisites: MEMS 3110 Co-requisite: MEMS 4310.

Credit 1 unit. EN: TU

E37 MEMS 4101 Manufacturing Processes

Manufacturing processes and machinery are explained and described. Topics include: analytical tools of machine science, heat transfer, vibrations and control theory are applied to the solution of manufacturing problems, analytical development and application of engineering theory to manufacturing problems, machine tools and automated production equipment.

Credit 3 units. EN: BME T, TU

E37 MEMS 411 Mechanical Engineering Design Project

Student groups work on an open-ended mechanical design problem and finish the semester by presenting a physical prototype and a formal report to an external review board. Groups are guided through the engineering design process by completing a set of project deliverables. The quality of these deliverables provides a basis for evaluation of individual and team performance. This course emphasizes the importance of user-centric design, communication and presentation skill, consideration of real-world constraints, sketching and creativity, prototyping, and data-driven decision making using engineering models and analyses. Prerequisites: MEMS 3110 & MEMS 3420.

Credit 3 units. EN: BME T, TU

E37 MEMS 412 Design of Thermal Systems

Analysis and design of advanced thermo-fluid systems. Student teams participate in the design process, which could involve research, design synthesis, codes, standards, engineering economics, a design project report, and formal presentations. Topics include thermo-fluid systems and components such as power, heating and refrigeration systems; pumps, fans, compressors, combustors, turbines, nozzles, coils, heat exchangers and piping. Prerequisite: MEMS 301 Thermodynamics.

Credit 3 units. EN: BME T, TU

E37 MEMS 424 Introduction to Finite Element Methods in Structural Analysis

Application of finite element methods to beams, frames, trusses and other structural components. Modeling techniques for different types of structural engineering problems. Topics in stress analysis, applied loads, boundary conditions, deflections and internal loads, matrix methods, energy concepts, structural mechanics and the development of finite element modeling methods. Prerequisites: MEMS 253 and MEMS 350.

Credit 3 units. EN: BME T, TU

E37 MEMS 4301 Modeling, Simulation and Control

Introduction to simulation and control concepts. Topics include: block diagram representation of single- and multiloop systems; control system components; transient and steady-state performance; stability analysis; Nyquist, Bode and root locus diagrams; compensation using lead, lag and lead-lag networks; design synthesis by Bode plots and root-locus diagrams; state-variable techniques; state-transition matrix; state-variable feedback. Prerequisites: MEMS 255, ESE 318 and ESE 319.

Credit 3 units. EN: BME T, TU

E37 MEMS 4310 Dynamics and Vibrations

Introduction to the analysis of vibrations in single-degree and multidegree of freedom systems; free and forced vibration of multidegree of freedom and distributed parameter mechanical systems and structures; methods of Laplace transform; complex harmonic balance; matrix formulation; Fourier series; and transient response of continuous systems by partial differential equations. Prerequisites: MEMS 255, ESE 319, and MEMS 201 or ESE 318.

Credit 3 units. EN: BME T, TU

E37 MEMS 4401 Combustion and Environment

Introduction to combustion and its application in devices. Topics include: chemical thermodynamics and kinetics; ignition and explosion; deflagration and detonation waves; transport phenomena and the governing equations for heat and mass transfer in chemically reacting flows; laminar and turbulent flame propagation; non-premixed flames; the emission of combustion-generated pollutants and subsequent interaction with the environment; toxic-waste incineration; and practical combustion devices. Prerequisites: MEMS 301, MEMS 342 or equivalent.

Credit 3 units. EN: TU

E37 MEMS 463 Nanotechnology Concepts and Applications

The aim of this course is to introduce to students the general meaning, terminology and ideas behind nanotechnology and its potential application in various industries. The topics covered will include nanoparticles (properties, synthesis and applications), carbon nanotubes (properties, synthesis

and applications); ordered and disordered nanostructured materials and their applications, quantum wells, wires and dots, catalysis and self-assembly, polymers and biological materials, nanoelectronics and nanophotonics, nanomanufacturing and functional nanodevices, health effects and nanotoxicity, and so on. Prerequisite: none. Students with a background in general physics, chemistry and biology should be able to comprehend the material.

Credit 3 units.

E37 MEMS 500 Independent Study

Independent investigation on topic of special interest. Prerequisites: graduate standing and permission of the department chair. Students must complete the Independent Study Approval Form available in the department office. Credit variable, maximum 3 units.

E37 MEMS 5001 Optimization Methods in Engineering

Analytical methods in design. Topics include: mathematical methods, linear and nonlinear programming, optimality criteria, fully stressed techniques for the design of structures and machine components, topological optimization, search techniques and genetic algorithms. Knowledge of calculus and computer programming is expected.

Credit 3 units. EN: BME T, TU

E37 MEMS 501 Graduate Seminar

This is a required pass/fail course for master's and doctoral degrees. A passing grade is required for each semester of full-time enrollment. A passing grade is received by attendance at the weekly seminars.

E37 MEMS 5102 Materials Selection in Design

Analysis of the scientific bases of material behavior in the light of research contributions of the past 20 years. Development of a rational approach to the selection of materials to meet a wide range of design requirements for conventional and advanced applications. Although emphasis is placed on mechanical properties, acoustical, optical, thermal and other properties of interest in design are discussed.

Credit 3 units. EN: BME T, TU

E37 MEMS 5104 CAE-Driven Mechanical Design

An introduction to the use of computer-aided engineering (CAE) tools in the mechanical design process. Topics include: integrating engineering analysis throughout the process; multidisciplinary optimization; and computer-aided design directed toward new manufacturing processes. Students will work with commercial and research software systems to complete several projects. Students should have experience and familiarity with a CAD tool, optimization and the finite element method. Prerequisite: MEMS 202 Computer-Aided Design or equivalent.

Credit 3 units. EN: BME T, TU

E37 MEMS 5301 Nonlinear Vibrations

In this course, students are introduced to concepts in nonlinear dynamics and vibration and application of these concepts to nonlinear engineering problems. Specific topics include: modeling of lumped and continuous nonlinear systems (strings, beams and plates); vibrations of buckled structures; perturbation and other approximate analytical methods; the use and limitations of local linearization; properties of nonlinear behavior,

such as dimension and Lyapunov exponents; stability of limit cycles; bifurcations; chaos and chaotic vibrations; experimental methods and data analysis for nonlinear systems. Concepts are reinforced with a number of examples from recently published research. Applications include aeroelastic flutter, impact dynamics, machine-tool vibrations, cardiac arrhythmias and control of chaotic behavior.

Credit 3 units. EN: BME T, TU

E37 MEMS 5302 Theory of Vibrations

Analytical methods in vibrations. Topics include: Duhamel's integral, Laplace and Fourier transforms and Fourier series with applications to transient response, forced response and vibration isolation; Lagrange's equations for linear systems, discrete systems, degrees of freedom, reducible coordinates, holonomic constraints and virtual work; matrix methods and state variable approach with applications to frequencies and modes, stability and dynamic response in terms of real and complex modal expansions, dynamic response of continuous systems by theory of partial differential equations, Rayleigh-Ritz and Galerkin energy methods, finite difference and finite element algorithms.

Credit 3 units. EN: BME T, TU

E37 MEMS 5401 General Thermodynamics

General foundations of thermodynamics valid for small and large systems, and for equilibrium and nonequilibrium states. Topics include: definitions of state, work, energy, entropy, temperature, heat interaction and energy interaction. Applications to simple systems; phase rule; perfect and semi-perfect gas; bulk-flow systems; combustion, energy and entropy balances; availability analysis for thermo-mechanical power generation; and innovative energy-conversion schemes. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

E37 MEMS 5402 Radiation Heat Transfer

Formulation of the governing equations of radiation heat transfer. Topics include: electromagnetic theory of radiation; properties of ideal and real surfaces; techniques for solutions of heat transfer between gray surfaces; radiation in absorbing, emitting and scattering media.

Credit 3 units. EN: BME T, TU

E37 MEMS 5403 Conduction and Convection Heat Transfer

This course examines heat conduction and convection through various fundamental problems that are constructed from the traditional conservation laws for mass, momentum and energy. Problems include the variable-area fin, the unsteady Dirichlet, Robbins and Rayleigh problems, multidimensional steady conduction, the Couette flow problem, duct convection and boundary layer convection. Though some numerics are discussed, emphasis is on mathematical technique and includes the extended power series method, similarity reduction, separation of variables, integral transforms, and approximate integral methods.

Credit 3 units. EN: BME T, TU

E37 MEMS 5404 Combustion Phenomena

This course provides an introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics, and transport processes as well as the interactions among them. Emphasis is on elucidation of the

physico-chemical processes, problem formulation and analytic techniques. Topics covered include non-premixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisite: Senior or graduate standing or permission of instructor.
Same as E44 EECE 512
Credit 3 units. EN: BME T, TU

E37 MEMS 5410 Fluid Dynamics I

Formulation of the basic concepts and equations governing a Newtonian, viscous, conducting, compressible fluid. Topics include: transport coefficients and the elements of kinetic theory of gases, vorticity, incompressible potential flow; singular solutions; flow over bodies and lifting surfaces; similarity method; viscous flow, boundary layer, low Reynolds number flows, laminar and turbulent flows.
Credit 3 units. EN: BME T, TU

E37 MEMS 5411 Fluid Dynamics II

Governing equations and thermodynamics relations for compressible flow. Topics include: kinetic theory of gases; steady, one-dimensional flows with friction and heat transfer; shock waves; Rankine-Hugoniot relations; oblique shocks; reflections from walls and flow interfaces, expansion waves, Prandtl-Meyer flow, flow in nozzles, diffusers and inlets, two- and three-dimensional flows; perturbation methods; similarity rules; compressible laminar and turbulent boundary layers; acoustic phenomena. Emphasis is relevant to air vehicles.
Credit 3 units. EN: BME T, TU

E37 MEMS 5412 Computational Fluid Dynamics

Computational fluid dynamics relevant to engineering analysis and design. Topics include: fundamentals of finite-difference, finite-volume and finite-element methods; numerical algorithms for parabolic, elliptic and hyperbolic equations; convergence, stability and consistency of numerical algorithms; application of numerical algorithms to selected model equations relevant to fluid flow, grid-generation techniques and convergence acceleration schemes. Prerequisite: senior or graduate standing or permission of the instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5413 Advanced Computational Fluid Dynamics

Scope and impact of computational fluid dynamics. Governing equations of fluid mechanics and heat transfer. Three-dimensional grid-generation methods based on differential systems. Numerical methods for Euler and compressible Navier-Stokes equation. Numerical methods for incompressible Navier-Stokes equations. Computation of transonic inviscid and viscous flow past airfoils and wings. Analogy between the equations of computational fluid dynamics, computational electromagnetics, computational aeroacoustics and other equations of computational physics. Non-aerospace applications — bio-fluid mechanics, fluid mechanics of buildings, wind and water turbines, and other energy and environment applications. Prerequisite: MEMS 5412 or permission of the instructor.
Credit 3 units. EN: TU

E37 MEMS 5414 Aeroelasticity and Flow-Induced Vibrations

This course deals with the interactions between aerodynamics, dynamics and structures in aerospace systems. Topics covered include unsteady aerodynamics, finite-state aerodynamic models, classical fixed-wing flutter, rotary-wing aeroelasticity and experimental methods in aeroelasticity. Emphasis is given to the prediction of flutter and limit cycles in aeroelastic systems.
Credit 3 units. EN: TU

E37 MEMS 5420 HVAC Analysis and Design I

Fundamentals of heating, ventilating, and air conditioning — moist air properties, the psychrometric chart, classic moist air processes, design procedures for heating and cooling systems. Design of HVAC systems for indoor environmental comfort, health, and energy efficiency. Heat transfer processes in buildings. Development and application of techniques for analysis of heating and cooling loads in buildings, including the use of commercial software. Course special topics can include LEED rating and certification, cleanrooms, aviation, aerospace, and naval applications, ventilation loads, animal control facilities, building automation control, and on-site campus tours of state-of-the-art building energy and environmental systems.
Credit 3 units. EN: BME T, TU

E37 MEMS 5421 HVAC Analysis and Design II

Fundamentals of heating, ventilating, and air conditioning — energy analysis and building simulation, design procedures for building water piping systems, centrifugal pump performance, design of building air duct systems, fan performance, optimum space air diffuser design for comfort, analysis of humidification and dehumidification systems, and advanced analysis of refrigeration systems. HVAC analytical techniques will include the use of commercial software. Course special topics can include LEED rating and certification, management for energy efficiency, energy auditing calculations, aviation, aerospace, and naval applications, ventilation loads, building automation control, and on-site campus tours of state-of-the-art building energy and environmental systems.
Credit 3 units. EN: BME T, TU

E37 MEMS 5422 Solar Thermal Energy Systems

Fundamentals of radiation heat transfers and solar radiation, including basic terminology, atmospheric scattering and absorption, radiation interactions with surfaces, and selective surfaces. Components, cycles, and materials of concentrating solar power plants, including parabolic trough and solar towers. Overview over thermal storage, other solar thermal technologies and photovoltaics. This course includes a final project. Prerequisite: MEMS 3420 or equivalent.
Credit 3 units. EN: BME T, TU

E37 MEMS 5423 Sustainable Environmental Building Systems

Sustainable design of building lighting and HVAC systems considering performance, life cycle cost and downstream environmental impact. Criteria, codes and standards for comfort, air quality, noise/vibration and illumination. Life cycle and other investment methods to integrate energy consumption/conservation, utility rates, initial cost, system/component longevity, maintenance cost and building productivity. Direct and secondary contributions to acid rain, global warming and ozone depletion.
Credit 3 units. EN: BME T, TU

E37 MEMS 5424 Thermo-Fluid Modeling of Renewable Energy Systems

Overview of sustainable energy systems. Fundamentals of energy conversion. Renewable energy sources and energy conversion from wind, biomass, solar-thermal, geothermal and ocean/waves. Applications to energy storage, fuel cells, green air and ground transportation, energy-efficient buildings. Energy-economics modeling, emissions modeling, global warming and climate change.

Credit 3 units. EN: BME T, TU

E37 MEMS 5425 Thermal Management of Electronics

As the demand for higher performance electronics continues its exponential growth, transistor density doubles every 18 to 24 months. Electronic devices with high transistor density generate heat and thus require thermal management to improve reliability and prevent premature failure. Demanding performance specifications result in increased package density, higher heat loads and novel thermal management technology. This course gives an overview of thermal management for micro/power electronics systems and helps engineers to develop a fundamental understanding of emerging thermal technologies. This course will include the following topics: background of electronics packaging; thermal design of heat sinks; single phase and multiphase flow in thermal systems; two-phase heat exchange devices for portable and high powered electronic systems; computational fluid dynamics for design of thermal systems. Prerequisites: senior or graduate standing.

Credit 3 units. EN: BME T, TU

E37 MEMS 5500 Elasticity

Elastic constitutive relations for isotropic and anisotropic materials. Formulation of boundary-value problems. Application to torsion, flexure, plane stress, plane strain and generalized plane stress problems. Solution of three-dimensional problems in terms of displacement potentials and stress functions. Solution of two-dimensional problems using complex variables and conformal mapping techniques. Variational and minimum theorems.

Credit 3 units. EN: BME T, TU

E37 MEMS 5501 Mechanics of Continua

A broad survey of the general principles governing the mechanics of continuous media. Topics include general vector and tensor analysis, rigid body motions, deformation, stress and strain rate, large deformation theory, conservation laws of physics, constitutive relations, principles of continuum mechanics and thermodynamics, and two-dimensional continua. Prerequisite: ESE 501/502 or instructor's permission.

Credit 3 units. EN: BME T, TU

E37 MEMS 5502 Plates and Shells

Introduction to the linear theory of thin elastic plates and shells. The emphasis is on application and the development of physical intuition. The first part of the course focuses on the analysis of plates under various loading and support conditions. The remainder of the course deals mainly with axisymmetric deformation of shells of revolution. Asymptotic methods are used to solve the governing equations. Applications to pressure vessels, tanks, and domes. Prerequisites: BME 240 or MEMS 253; ESE 318 and ESE 319 or equivalent.

Credit 3 units. EN: BME T, TU

E37 MEMS 5506 Experimental Methods in Solid Mechanics

Current experimental methods to measure mechanical properties of materials are covered. Lectures include theoretical principles, measurement considerations, data acquisition and analysis techniques. Lectures are complemented by laboratory sections using research equipment such as biaxial testing machines, pressure myographs, indentation devices for different scales, and viscometers.

Credit 3 units. EN: BME T, TU

E37 MEMS 5507 Fatigue and Fracture Analysis

The course objective is to demonstrate practical methods for computing fatigue life of metallic structural components. The course covers the three major phases of metal fatigue progression: fatigue crack initiation, crack propagation and fracture. Topics include: stress vs. fatigue life analysis, cumulative fatigue damage, linear elastic fracture mechanics, stress intensity factors, damage tolerance analysis, fracture toughness, critical crack size computation and load history development. The course focus is on application of this technology to design against metal fatigue and to prevent structural failure.

Credit 3 units. EN: BME T, TU

E37 MEMS 5510 Finite Element Analysis

This course covers the theory and application of the finite element method. Topics include basic concepts, generalized formulations, construction of finite element spaces, extensions, shape functions, parametric mappings, numerical integration, mass matrices, stiffness matrices and load vectors, boundary conditions, modeling techniques, computation of stresses, stress resultants and natural frequencies, and control of the errors of approximation. Prerequisite: Graduate standing or permission of instructor.

Credit 3 units. EN: TU

E37 MEMS 5515 Numerical Simulation in Solid Mechanics I

The solution of 2D and 3D elasticity problems using the finite element method will be covered in this course. Topics include linear elasticity; laminated material; stress concentration; stress intensity factor; solution verification; J integral; energy release rate; residual stress; multi-body contact; nonlinear elasticity; plasticity; and buckling. Prerequisites: MEMS 424 or MEMS 5704; MEMS 5500 or MEMS 5501; and graduate standing or permission of instructor.

Credit 3 units.

E37 MEMS 5516 Numerical Simulation in Solid Mechanics II

The solution of 2D and 3D elasticity problems using the finite element method will be covered in this course. Topics include laminates and composite materials; nonlinear elasticity; plasticity; incremental theory of plasticity; residual stress; geometric nonlinearity; membrane and bending load coupling; multi-body contact; stress intensity factor; interference fit; and buckling analysis. Prerequisite: Graduate standing or permission of instructor.

Credit 3 units.

E37 MEMS 5520 Advanced Analytical Mechanics

Lagrange's equations and their applications to holonomic and non-holonomic systems will be covered in this course. Topics include reduction of degrees of freedom by first integrals, variational principles, Hamilton-Jacobi theory, general transformation theory of dynamics, applications such as theory of vibrations and stability of motion, and the use of mathematical principles to resolve nonlinear problems. Prerequisite: Senior or graduate standing or permission of instructor.
Credit 3 units. EN: TU

E37 MEMS 5560 Interfaces and Attachments in Natural and Engineered Structures

Attachment of dissimilar materials in engineering and surgical practice is a challenge. Bimaterial attachment sites are common locations for injury and mechanical failure. Nature presents several highly effective solutions to the challenge of bimaterial attachment that differ from those found in engineering practice. This course bridges the physiologic, surgical, and engineering approaches to connecting dissimilar materials. Topics covered in this course include natural bimaterial attachments; engineering principles underlying attachments; analysis of the biology of attachments in the body; mechanisms by which robust attachments are formed; concepts of attaching dissimilar materials in surgical practice and engineering; and bioengineering approaches to more effectively combine dissimilar materials.
Credit 3 units. EN: BME T, TU

E37 MEMS 5561 Mechanics of Cell Motility

A detailed review of biomechanical inputs that drive cell motility in diverse extracellular matrices (ECMs). This class discusses cytoskeletal machineries that generate and support forces, mechanical roles of cell-ECM adhesions, and regulation of ECM deformations. Also covered are key methods for cell level mechanical measurements, mathematical modeling of cell motility, and physiological and pathological implications of mechanics-driven cell motility in disease and development.
Credit 3 units.

E37 MEMS 5562 Cardiovascular Mechanics

This course focuses on solid and fluid mechanics in the cardiac and cardiovascular system. Cardiac and cardiovascular physiology and anatomy. Solid mechanics of the heart, heart valves, arteries, veins and microcirculation. Flow through the heart chambers and blood vessels. Prerequisites: graduate standing or permission of instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5564 Orthopaedic Biomechanics-Cartilage/Tendon

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (463/563) Orthopaedic Biomechanics—Bones and Joints is *not* a prerequisite.
Credit 3 units. EN: TU

E37 MEMS 5565 Mechanobiology of Cells and Matrices

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular, cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed. Prerequisite: graduate standing or permission of the instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5566 Engineering Mechanobiology

Engineering Mechanobiology is a new paradigm for understanding and manipulating the biological function of plants, animals, and their cells. Mechanical force has emerged as a critical component of all biological systems, providing mechanisms to sculpt plants and animals during morphogenesis, to enable cell migration, polarization, proliferation, and differentiation in response to physical changes in the environment, and to modulate the function of single molecules. This course provides a foundation for understanding these factors across plant and animal cells. The course begins with an introduction to plant and animal cell biology and principles of signaling, then progresses to an overview of the cell wall and ECM and an introduction to the mechanics and statistical mechanics of solid, viscoelastic, and fibrous continua. The course then focuses on the questions of how do cells feel, how do cells converse with the ECM and wall, and how do cells remember? Knowledge of undergraduate calculus and physics is expected.
Credit 3 units. EN: TU

E37 MEMS 5601 Mechanical Behavior of Materials

A materials science-based study of mechanical behavior of materials with emphasis on mechanical behavior as affected by processes taking place at the microscopic and/or atomic level. The response of solids to external or internal forces as influenced by interatomic bonding, crystal/molecular structure, crystalline/noncrystalline defects and material microstructure are studied. The similarities and differences in the response of different kinds of materials viz., metals and alloys, ceramics, polymers and composites are discussed. Topics covered include physical basis of elastic, visco elastic and plastic deformation of solids; strengthening of crystalline materials; visco elastic deformation of polymers as influenced by molecular structure and morphology of amorphous, crystalline and fibrous polymers; deformation and fracture of composite materials; mechanisms of creep, fracture and fatigue; high strain-rate deformation of crystalline materials; and deformation of noncrystalline materials.
Credit 3 units. EN: BME T, TU

E37 MEMS 5602 Non-metallics

Structure, mechanical and physical properties of ceramics and cermets, with particular emphasis on the use of these materials for space, missile, rocket, high-speed aircraft, nuclear and solid-state applications.
Credit 3 units. EN: BME T, TU

E37 MEMS 5603 Materials Characterization Techniques I

An introduction to the basic theory and instrumentation used in transmission electron, scanning electron and optical microscopy. Practical laboratory experience in equipment operations, experimental procedures and material characterization.
Credit 3 units. EN: BME T, TU

E37 MEMS 5604 Materials Characterization Techniques II

Introduction to crystallography and elements of X-ray physics. Diffraction theory and application to materials science including following topics: reciprocal lattice concept, crystal-structure analysis, Laue methods, rotating crystal methods, powder method, and laboratory methods of crystal analysis.
Credit 3 units. EN: BME T, TU

E37 MEMS 5605 Mechanical Behavior of Composites

Analysis and mechanics of composite materials. Topics include micromechanics, laminated plate theory, hydrothermal behavior, creep, strength, failure modes, fracture toughness, fatigue, structural response, mechanics of processing, nondestructive evaluation, and test methods. Prerequisite: graduate standing or permission of the instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5606 Soft Nanomaterials

Soft nanomaterials, which range from self-assembled monolayers (SAMs) to complex 3D polymer structures, are gaining increased attention owing to their broad-range applications. The course introduces the fundamental aspects of nanotechnology pertained to soft matter. Various aspects related to the design, fabrication, characterization and application of soft nanomaterials are discussed. Topics covered include but are not limited to SAMs, polymer brushes, layer-by-layer assembly, responsive polymers structures (films, capsules), polymer nanocomposites, biomolecules as nanomaterials and soft lithography.
Credit 3 units. EN: BME T, TU

E37 MEMS 5607 Introduction to Polymer Blends and Composites

The course covers topics in multicomponent polymer systems (polymer blends and polymer composites) such as: phase separation and miscibility of polymer blends, surfaces and interfaces in composites, microstructure and mechanical behavior, rubber toughened plastics, thermoplastic elastomers, block copolymers, fiber reinforced and laminated composites, techniques of polymer processing with an emphasis on composites processing, melt processing methods such as injection molding and extrusion, solution processing of thin films, selection of suitable processing methods and materials selection criteria for specific applications. Advanced topics include: nanocomposites such as polymer/CNT composites, bioinspired nanocomposites, and current research challenges. Prerequisite: MEMS 3610 or equivalent or permission of instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5608 Introduction to Polymer Science and Engineering

Topics covered in this course are: the concept of long-chain or macromolecules, polymer chain structure and configuration, microstructure and mechanical (rheological) behavior, polymer phase transitions (glass transition, melting, crystallization), physical chemistry of polymer solutions (Flory-Huggins theory,

solubility parameter, thermodynamics of mixing and phase separation), polymer surfaces and interfaces, overview of polymer processing (extrusion, injection molding, film formation, fiber spinning) and modern applications of synthetic and biopolymers.

Credit 3 units. EN: BME T, TU

E37 MEMS 5610 Quantitative Materials Science & Engineering

This course will cover the mathematical foundation of primary concepts in materials science and engineering. Topics covered include mathematical techniques in materials science and engineering; Fourier series; ordinary and partial differential equations; special functions; matrix algebra; and vector calculus. Each topic will be followed by its application to concepts in thermodynamics; kinetics and phase transformations; structure and properties of hard and soft matter; and characterization techniques. This course is intended especially for students pursuing graduate study in materials science.

Credit 3 units. EN: BME T, TU

E37 MEMS 5612 Atomistic Modeling of Materials

This course will provide a hands-on experience using atomic scale computational methods to model, understand and predict the properties of real materials. It will cover modeling using classical force-fields, quantum-mechanical electronic structure methods such as density functional theory, molecular dynamics simulations, and Monte Carlo methods. The basic background of these methods along with examples of their use for calculating properties of real materials will be covered in the lectures. Atomistic materials modeling codes will be used to calculate various material properties. Prerequisites: MEMS 3610 or equivalent or permission of instructor.

Credit 3 units. EN: BME T, TU

E37 MEMS 5613 Biomaterials Processing

Biomaterials with 3D structures are important for tissue regeneration. The goal of this class is to introduce various types of biomaterials and fabrication approaches to create 3D structures. The relationship between material properties, processing methods, and design will be the primary focus. The topics include degradable biomaterials for scaffold fabrication, processing of tissue engineering scaffolds, processing of tissue engineering hydrogels, processing of drug delivery systems, and scaffold surface modification.

Credit 3 units. EN: BME T, TU

E37 MEMS 5614 Polymeric Materials Synthesis and Modification

Polymer is a class of widely used material. Polymer performance is highly dependent on its chemical properties. The goal of this class is to introduce methods for the synthesis and modification of polymers with different chemical properties. The topics include free radical polymerization, reversible addition-fragmentation chain transfer polymerization, atom transfer radical polymerization, step growth polymerization, cationic polymerization, anionic polymerization, ring-opening polymerization, and bulk and surface modification of polymers.

Credit 3 units. EN: BME T, TU

E37 MEMS 5615 Metallurgy and Design of Alloys

The design of materials used in critical structures (e.g., airplanes) entails optimizing and balancing multiple properties (e.g., strength, durability, corrosion resistance) to satisfy often conflicting requirements (e.g., better fuel efficiency, lower cost, operation in extreme conditions). Properties of metallic materials are determined by their "microstructure," which in turn is determined by their compositions and processing paths. An understanding of the multivariate relationships among compositions, processing parameters, microstructures, and properties is therefore essential to designing alloys and predicting their behavior in service. This course will discuss these relationships, with emphasis on the hierarchy of microstructural features, how they are achieved by processing, and how they interact to provide desirable property combinations -- essentially the physical metallurgy of alloys. This course will focus on high-performance alloys presently used in airframes as well as alloy design for state-of-the-art processes such as additive manufacturing. Prerequisite: MEMS 3610. Credit 3 units. EN: BME T, TU

E37 MEMS 5616 Defects in Materials

Defects in materials play a critical role in controlling the properties of solids, which makes them interesting and necessary to study. The objective of this course is to provide a broad overview of defects in crystalline solids, their effect on properties, and methods of characterizing them. Course topics include crystal structures, defect classification, defect interactions, the role of defects in controlling properties of materials, and characterization techniques. Credit 3 units. EN: BME T, TU

E37 MEMS 5617 Advanced Study of Solid-State Electronics

This course is designed for students who want to pursue advanced study in solid-state materials and electronic applications. It will provide fundamentals of 1) basic solid-state physics 2) phase equilibria and fabrication of emerging solid-state materials: 3D thin films (III-V, III-N, complex oxide) and low dimensional materials (0D, 1D, 2D) 3) electrical and photonic properties and 4) property manipulation: doping and strain engineering. Students will learn various emerging solid-state electronic devices such as HEMT, nano-materials based TFT, QD LEDs, nanogenerators, advanced solar cells and more. The goal of this course is to help students understand fundamentals to design new solid-state device architectures. The course is particularly beneficial for students who have an interest in the emerging semiconductor field. Credit 3 units. EN: BME T, TU

E37 MEMS 5700 Aerodynamics

This course introduces fundamental concepts of aerodynamics, equations of compressible flows, irrotational flows and potential flow theory, singularity solutions, circulation and vorticity, the Kutta-Joukowski theorem, thin airfoil theory, finite wing theory, slender body theory, subsonic compressible flow and the Prandtl-Glauert rule, supersonic thin airfoil theory, an introduction to performance, and basic concepts of airfoil design. Prerequisite: MEMS 3410 or permission of instructor. Credit 3 units. EN: BME T, TU

E37 MEMS 5701 Aerospace Propulsion

Propeller, jet, ramjet and rocket propulsion. Topics include: fundamentals of propulsion systems, gas turbine engines, thermodynamics and compressible flow, one-dimensional gas dynamics, analysis of engine performance, air breathing propulsion system, the analysis and design of engine components, and the fundamentals of ramjet and rocket propulsion. Credit 3 units. EN: BME T, TU

E37 MEMS 5703 Analysis of Rotary-Wing Systems

This course introduces the basic physical principles that govern the dynamics and aerodynamics of helicopters, fans and wind turbines. Simplified equations are developed to illustrate these principles, and the student is introduced to the fundamental analysis tools required for their solution. Topics include: harmonic balance, Floquet theory and perturbation methods. Credit 3 units. EN: BME T, TU

E37 MEMS 5704 Aircraft Structures

Basic elements of the theory of elasticity; application to torsion of prismatic bars with open and closed thin-wall sections; the membrane analogy; the principle of virtual work applied to 2D elasticity problems. Bending, shear and torsion of open and closed thin-wall section beams; principles of stressed skin construction, structural idealization for the stress analysis of wings, ribs and fuselage structures. Margin of safety of fastened connections and fittings. Stability of plates, thin-wall section columns and stiffened panels. Application of the finite element method for the analysis of fastened connections, structural fittings and problems of local stability of aircraft structural components. Credit 3 units.

E37 MEMS 5705 Wind Energy Systems

A comprehensive introduction to wind energy systems, a practical means of extracting green and sustainable energy. Topics include: a historical perspective of wind turbines; horizontal axis and vertical axis wind turbines; the basic parameters such as power rating and efficiency; the structural components ranging from blade and hub to nacelle and tower; wind turbine aerodynamics, aeroelasticity and control systems; blade fatigue; statistical wind modeling; unsteady airfoil aerodynamics and downstream wake; and environmental considerations such as noise and aesthetics. Prerequisite: senior or graduate standing in engineering or permission of the instructor. Credit 3 units. EN: BME T, TU

E37 MEMS 5706 Aircraft Performance

This course introduces the principles and applications of aerodynamics to determine the performance of typical jet engine and propeller airplanes. The performance calculations include flight conditions of takeoff, climb, level flight, and landing. The topics covered also include range and endurance computation, turning flight, flight envelope, constraint analysis and design process. The knowledge and skill gained in this course can be readily applied in the preliminary design of an airplane. Prerequisite: senior or graduate standing in engineering, or permission of the instructor. Credit 3 units. EN: BME T, TU

E37 MEMS 5707 Flight Dynamics

The course objective is to introduce methods for analyzing and simulating flight vehicle dynamics and to assess performance characteristics. Topics will include: aerodynamics, structural dynamics, vehicle forces and moments, vehicle equations of motion, rigid body and flexible body considerations, model linearization, longitudinal and lateral stability, stability and control augmentation, and aircraft handling qualities. The course focus is on the application of flight dynamics principles and MATLAB will be used extensively for modeling and simulation assignments and demonstrations.

Credit 3 units. EN: TU

E37 MEMS 5801 Micro-Electro-Mechanical Systems I

Introduction to MEMS: Microelectromechanical systems (MEMS) are ubiquitous in chemical, biomedical and industrial (e.g., automotive, aerospace, printing) applications. This course covers important topics in MEMS design, micro-/nanofabrication, and their implementation in real-world devices. The course includes discussion of fabrication and measurement technologies (e.g., physical/chemical deposition, lithography, wet/dry etching, and packaging), as well as application of MEMS theory to design/fabrication of devices in a cleanroom. Lectures cover specific processes and how those processes enable the structures needed for accelerometers, gyros, FR filters, digital mirrors, microfluidics, micro total-analysis systems, biomedical implants, etc. The laboratory component allows students to investigate those processes first-hand by fabricating simple MEMS devices.

Credit 3 units. EN: BME T, TU

E37 MEMS 5912 Biomechanics Journal Club

This journal club is intended for graduate students and advanced undergraduates with an interest in biomechanics. We review landmark and recent publications in areas such as brain, cardiovascular and orthopedic biomechanics, discussing both experimental and modeling approaches. This course meets once weekly at a time to be arranged.

Credit 1 unit. EN: TU

E37 MEMS 597 MEMS Research Rotation

Independent research project that will be determined jointly by the doctoral student and the instructor. Assignments may include background reading, presentations, experiments, theoretical, and/or modeling work. The goal of the course is for the doctoral student to learn the background, principles and techniques associated with research topics of interest and to determine a mutual fit for the student's eventual doctoral thesis laboratory.

Credit 3 units.

E37 MEMS 598 Energy Analysis and Design Project

The Energy Analysis and Design Project is designed to provide mechanical engineering skills in energy applications, renewable energy, and technologies related to energy which can involve heat transfer, thermodynamics, and fluid mechanics. The project topic can be chosen by the student or can be developed by both the student and faculty sponsor. The subsequent research and analysis, conducted under the guidance and direction of the faculty sponsor, results in a final project report that is approved by the faculty sponsor. The course is normally completed over one or two semesters. Recent projects have included: Energy Modeling and Efficiency Improvements: A Comparison of TRACE 700 and eQuest, Analysis of Hydroelectric Power, Optimization of Residential Solar Thermal Heating in the United States, Analysis of Ocean Thermal Energy Conversion Systems,

Laboratory Plug Load Analysis and Case Study, Modeling and Optimizing Hydronic Radiant Heating and Cooling Systems using Comsol Multiphysics, CFD Analysis in HVAC Applications, Energy Analysis of Waste Disposal Methods, CFD Analysis of Containment Solutions for Data Center Cooling, Energy Recovery Ventilation, Comparative Study of Green Building Rating Systems, Grid Energy Storage, Protection of Permafrost Under the Qinghai-Tibet Railway by Heat Pipe Technology, Investing in Residential Solar Photovoltaic Systems, How Piping Layout Effects Energy Usage, and Comparison of Building Energy Savings Between China and the United States.

Credit variable, maximum 3 units.

E37 MEMS 599 Master's Research

Credit variable, maximum 6 units.

Bachelor of Science in Mechanical Engineering

The mission of the undergraduate program in mechanical engineering is to prepare students within the broad and evolving field of mechanical engineering. The program instills in students a capacity for creative design through critical and analytical thought. The Bachelor of Science in Mechanical Engineering (BSME) is the first step toward a career in industry, academia or government; it encourages a commitment to independent lifelong learning and professional development. In addition to their technical studies, students learn to communicate their ideas clearly and to conduct themselves in an ethical and socially responsible manner.

Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. These objectives are based on the needs of the program's constituencies.

Within a few years of graduation, graduates of the BSME program are expected to do the following:

- Engage in professional practice and/or advanced study
- Further their knowledge and skills through education and/or professional development
- Serve society by using and communicating their knowledge and values

Student Outcomes

The Mechanical Engineering program has the following student outcomes that describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills and behaviors that students acquire as they progress through the program.

The student outcomes of the BSME program are as follows:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Curriculum

The curriculum is a four-year program leading to the first professional degree, the BSME, which is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The curriculum prepares the student for professional practice or postgraduate education in a broad spectrum of mechanical and other engineering or professional fields. It provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. It includes 34 units of mathematics and basic sciences, 58 units of engineering topics, and 28 units of general education for a total degree requirement of 120 units. The general education requirement includes 18 units of social science and humanities.

Core courses must be taken for credit (i.e., for a grade). The social science and humanities courses may be taken on a pass/fail basis. The undergraduate program provides the necessary foundations in these areas and the opportunity to specialize in topics of particular interest. Specialization is accomplished via the judicious choice of engineering electives taken as 300-, 400- or 500-level courses approved by the student's advisor. At the end of the four-year program, the student is ready to go on to graduate education or into research or professional practice.

Basic Core Courses

Humanities, Social Sciences and Writing

Code	Title	Units
Humanities and social sciences (refer to McKelvey School of Engineering degree requirements for details)		18
Engr 310	Technical Writing	3
Total Units		21

Mathematics and Computation

Code	Title	Units
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 217	Differential Equations	3
MEMS 201	Numerical Methods and Matrix Algebra	3
or ESE 318	Engineering Mathematics A	
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
CSE 131	Introduction to Computer Science	3
Total Units		21

Physical Sciences

Code	Title	Units
Chem 111A	General Chemistry I	3
or Chem 105	Introductory General Chemistry I	
Chem 151	General Chemistry Laboratory I	2
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Physical or Life Science (200 level or above natural science course in Biology, Chemistry, Physics, Earth and Planetary Science, or Environmental Studies)		3
Total Units		16

Mechanical Engineering

Code	Title	Units
MEMS 1001	Machine Shop Practicum	1
MEMS 101	Introduction to Mechanical Engineering and Mechanical Design	2
MEMS 202	Computer-Aided Design	2
MEMS 205	Mechanics and Materials Science Laboratory	2
MEMS 253	Statics and Mechanics of Materials	3
MEMS 255	Dynamics	3
MEMS 301	Thermodynamics	3

MEMS 305	Fluid Mechanics and Heat Transfer Laboratory	2
MEMS 3110	Machine Elements	3
MEMS 3410	Fluid Mechanics	3
MEMS 3420	Heat Transfer	3
MEMS 350	Solid Mechanics	3
MEMS 3610	Materials Science	3
MEMS 4050	Vibrations Lab	1
MEMS 411	Mechanical Engineering Design Project	3
MEMS 412	Design of Thermal Systems	3
MEMS 4301	Modeling, Simulation and Control	3
MEMS 4310	Dynamics and Vibrations	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
MEMS senior electives		9
Other courses		3
Total Units		62

Bachelor of Science in Applied Science (Mechanical Engineering)

The Bachelor of Science in Applied Science (Mechanical Engineering) program provides substantive and consistent training in mechanical engineering with maximum flexibility. This program is advantageous if a student wishes to pursue a more flexible program than the accredited Bachelor of Science in Mechanical Engineering (BSME) degree program.

Students who do not desire to become licensed engineers but who seek to acquire analytical engineering thinking skills may choose to pursue this program. The added degree flexibility allows these students to pursue additional second majors and/or minors and to increase their ability to participate in programs such as study abroad. It is especially suitable for a double major in combination with mathematics, physics, chemistry, biology, economics or another engineering discipline. The program can be planned to provide a background for graduate work in biological, medical or management fields. The Bachelor of Science in Applied Science is a nonprofessional degree; it is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the school. The Bachelor of Science in Applied Science (Mechanical Engineering) degree requirements are as follows:

- Complete a total of at least 120 applicable units
- Complete a minimum of 60 units at Washington University
- Complete at least 42 units at the 300 level or higher
- Complete at least 48 units in mathematics, natural science and engineering
- Complete at least 30 units of mechanical engineering (MEMS) courses
- Satisfy the McKelvey School of Engineering English composition requirement
- Satisfy the McKelvey School of Engineering humanities and social sciences requirement
- Satisfy the residency requirement of 30 units of 200-level or higher engineering courses
- Earn at least a 2.0 cumulative grade-point average in all applicable courses taken at Washington University
- Earn at least a 2.0 cumulative GPA in all engineering courses

Pre-Medical Option

Research and practice in the biological and medical sciences increasingly involves advanced technology, including mechanical engineering. For those interested in a career in medicine, the pre-medical option in MEMS makes it possible to obtain an accredited Bachelor of Science while simultaneously meeting the admission requirements of most medical and dental schools. The program also provides a foundation for graduate study and research in biomedical engineering. The essential requirements of the pre-medical option are two semesters of general biology (Biol 2960, Biol 2970); two semesters of general chemistry with a laboratory; two semesters of organic chemistry with a laboratory (Chem 111A, Chem 151, Chem 112A, Chem 152, Chem 261, Chem 262); and one semester of biochemistry (Biol 451). Psychology (Psych 100B) and sociology are highly recommended. One semester of organic chemistry may be counted as an upper-level MEMS elective; the student must take 6 units of other upper-level mechanical engineering electives to complete the 9-unit requirement. The pre-medical option is easier for those who have a high school background in biology or who, by reason of advanced placement in math/science, have reduced requirements in the Common Studies portion of the curriculum. For additional information about the pre-medical option, please refer to the Pre-Medical Education (p. 1178) section of this *Bulletin*, which is located in the introduction to the McKelvey School of Engineering's Undergraduate Programs. Interested individuals may also contact the pre-health advisor, Ron Laue, at ron.laue@wustl.edu for additional information.

The Minor in Aerospace Engineering

Whether students are intent on a career in aviation or simply enthusiastic about space and flight, a minor in aerospace engineering can satisfy their scientific curiosity, prepare them for a job, or uncover opportunities for technical contributions. The minor in aerospace engineering is available to all undergraduates, but it is most attractive to those pursuing a degree in mechanical engineering. The minor in aerospace engineering requires a minimum of 15 units of courses selected from the list below; it is possible to earn the minor without increasing the number of units (120) required for the Bachelor of Science in Mechanical Engineering (BSME).

Aerospace engineering deals with the analysis, design and performance of flight vehicles such as transport and military aircraft, helicopters, missiles and launch vehicles, and spacecraft. Students learn about aerospace engineering by taking courses in aerodynamics, aircraft flight dynamics and control, aerospace propulsion, aerospace structures and aerospace vehicle design. Students may also have the opportunity to gain experience in aerospace engineering design through collaborative programs with local companies such as Boeing. Aerospace engineers from industry teach courses as adjunct instructors at Washington University, and many Washington University faculty members have extensive aerospace industry experience.

Units required: 15

Required courses (6 units):

Code	Title	Units
MEMS 4301	Modeling, Simulation and Control	3
or ESE 441	Control Systems	
MEMS 5700	Aerodynamics	3
Total Units		6

Core courses (3-6 units):

Code	Title	Units
MEMS 5701	Aerospace Propulsion	3
MEMS 5704	Aircraft Structures	3

Electives (3-6 units):

Any course from the aerospace MS concentration list (PDF) (http://bulletin.wustl.edu/undergrad/engineering/mechanical-engineering-materials-science/minor-aerospace/MS_Course_Option_Aerospace_Engineering.pdf) can be used as an aerospace minor elective.

To find out more about this minor, contact the department chair or the advisor for the minor in aerospace engineering, or visit the Minors page (<https://mems.wustl.edu/academics/undergraduate/Minors.html#aerospace>) of the Mechanical Engineering & Materials Science website.

The Minor in Materials Science & Engineering

Materials Science & Engineering (MSE) is an interdisciplinary field that applies the fundamental knowledge of the physical sciences to create engineering innovations. In general, the term *engineering* refers to actively designing a system for a given application; MSE enables the design of systems from the atoms up. MSE focuses on the interrelationship between a material's structure (from the subatomic level to the macro scale) and the properties or behaviors that the material exhibits. Materials synthesis and processing techniques enable engineers to control and change the material structure in order to obtain the desired properties. Understanding the structure–properties–processing relationship requires a fundamental knowledge of the underlying chemistry and physics, and it is key to obtaining materials with the desired performance for engineering applications in a wide variety of fields, from computing to medicine to energy.

The minor in MSE builds upon the fundamental insights into material structure and properties gained through required introductory courses in chemistry and materials science. Students then select at least two courses from specialization "pick lists" to gain depth in a particular application area. A free elective provides the opportunity to gain additional depth in the fundamentals or exposure to another application area.

For more information, students should contact the advisor for the Minor in Materials Science & Engineering: Professor Katharine Flores (floresk@wustl.edu) (MEMS).

Some courses have prerequisites. Students will be approved for the minor after discussing appropriate course selection with the advisor for the minor.

Requirements

Units required: 17

Courses	Units
Three required courses	8
Two courses from specialization "pick lists"	6
One free elective	3
Total Units	17

Required Courses*

Code	Title	Units
Chem 111A	General Chemistry I	3
Chem 151 or MEMS 205	General Chemistry Laboratory I Mechanics and Materials Science Laboratory	2
MEMS 3610 or EECE 305	Materials Science Materials Science	3
Total Units		8

* Students majoring in geology, geophysics, geochemistry or environmental earth science may substitute EPSc 352 Earth Materials for the required combination of Chem 111A and Chem 151. In this case, EPSc 352 may not be used to fulfill the specialization pick list or free elective requirements.

Specialization "Pick Lists"

Students should select at least two courses (6 units) from any one of the following categories:

Structural Materials

Code	Title	Units
MEMS 5506	Experimental Methods in Solid Mechanics	3
MEMS 5507	Fatigue and Fracture Analysis	3
MEMS 5601	Mechanical Behavior of Materials	3
MEMS 5605	Mechanical Behavior of Composites	3
MEMS 5615	Metallurgy and Design of Alloys	3
MEMS 5616	Defects in Materials	3

Electronic/Optical Materials

Code	Title	Units
Chem 543	Physical Properties of Quantum Nanostructures	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 436	Semiconductor Devices	3
ESE 531	Nano and Micro Photonics **	3
MEMS 463	Nanotechnology Concepts and Applications	3
MEMS 5617	Advanced Study of Solid-State Electronics	3
MEMS 5801	Micro-Electro-Mechanical Systems I	3
Physics 472	Solid State Physics	3

Biomaterials/Soft Materials

Code	Title	Units
BME 479	Biofabrication & Medical Devices	3
BME 432 or BME 532	Physics of Biopolymers Physics of Biopolymers and Bioinspired Polymers	3
BME 523	Biomaterials Science	3
Chem 452	Synthetic Polymer Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
MEMS 5606	Soft Nanomaterials	3
MEMS 5607	Introduction to Polymer Blends and Composites	3
MEMS 5608	Introduction to Polymer Science and Engineering	3
MEMS 5613	Biomaterials Processing	3
MEMS 5614	Polymeric Materials Synthesis and Modification	3

Materials for Energy and Environmental Technologies

Code	Title	Units
Chem 426	Inorganic Electrochemistry and Photochemistry **	3
EECE 504	Aerosol Science and Technology	3
EECE 505	Aquatic Chemistry	3
EECE 574	Electrochemical Engineering	3

Natural Materials

Code	Title	Units
EPSc 336	Minerals and Rocks in the Environment	3
EPSc 567	Planetary Materials	3

** Offered sporadically.

Free Electives

To complete the minor, students may select one additional course (3 units) from the categories above or from the list of courses below:

Code	Title	Units
Chem 465	Solid-State and Materials Chemistry ***	3
MEMS 4101	Manufacturing Processes	3
MEMS 5102	Materials Selection in Design	3
MEMS 5610	Quantitative Materials Science & Engineering	3

MEMS 5612	Atomistic Modeling of Materials	3
Physics 217	Introduction to Quantum Physics	3
Physics 318	Introduction to Quantum Physics II	3
Physics 537	Kinetics of Materials	3

Students may also fulfill the free elective with 3 credits of MEMS 400 Independent Study for an independent study project on an MSE topic. The project topic and description must be preapproved by the advisor for the minor.

*** Offered sporadically.

The Minor in Mechanical Engineering

The minor in mechanical engineering complements a major in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study. Completion of the minor demonstrates that the student has pursued a structured program approved by the faculty of the Department of Mechanical Engineering & Materials Science.

Students pursuing the minor in mechanical engineering must complete a total of 18 units of course work as described below. Courses selected for the minor program may count toward program requirements of the student's major. The subjects selected for a minor in mechanical engineering are expected to constitute a coherent program within the field of mechanical engineering. Courses taken under the pass/fail grading option cannot be used for a minor program.

Required courses:

Code	Title	Units
MEMS 253	Statics and Mechanics of Materials	3
or BME 240	Biomechanics	
MEMS 255	Dynamics	3
or Physics 411	Mechanics	
MEMS 350	Solid Mechanics	3
Total Units		9

Three electives from the following list:

Code	Title	Units
MEMS 301	Thermodynamics	3
or BME 320B	Bioengineering Thermodynamics	
MEMS 3110	Machine Elements	3
MEMS 3410	Fluid Mechanics	3
MEMS 3610	Materials Science	3
MEMS 4310	Dynamics and Vibrations	3

To find out more about this minor, contact the department chair or the advisor for the minor in mechanical engineering or visit the Minors webpage (<http://mems.wustl.edu/undergraduate/programs/Pages/minors.aspx#mechanical>).

The Minor in Mechatronics

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

Four required courses:

Code	Title	Units
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
MEMS 255	Dynamics	3
MEMS 411	Mechanical Engineering Design Project (mechatronics project)	3
Total Units		12

Two electives chosen from the following:

Code	Title	Units
ESE 436	Semiconductor Devices	3
ESE 482	Digital Signal Processing	3
MEMS 4301	Modeling, Simulation and Control	3
or ESE 441	Control Systems	
MEMS 4310	Dynamics and Vibrations	3

Prerequisite:

Code	Title	Units
CSE 131	Introduction to Computer Science (basic programming course)	3

For more information about the minor, contact Dennis Mell (<https://engineering.wustl.edu/faculty/Dennis-Mell.html>) (ESE) or Jackson Potter (<https://engineering.wustl.edu/faculty/Jackson-Potter.html>) (MEMS).

The Minor in Robotics

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

Units required: 18

Prerequisites:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

Required courses:

Code	Title	Units
ESE 351 or MEMS 4310	Signals and Systems Dynamics and Vibrations	3
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
MEMS 255	Dynamics	3
Total Units		12

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 417T	Introduction to Machine Learning	3
CSE 546T	Computational Geometry	3
ESE 441 or MEMS 4301	Control Systems Modeling, Simulation and Control	3
MEMS 3110	Machine Elements	3

For more information about the minor, contact Dennis Mell (<https://engineering.wustl.edu/faculty/Dennis-Mell.html>) (ESE) or Jackson Potter (<https://engineering.wustl.edu/faculty/Jackson-Potter.html>) (MEMS).

University of Missouri-St. Louis/ Washington University Joint Undergraduate Engineering Program

In 1993, Washington University and the University of Missouri–St. Louis held the first classes in the Joint Undergraduate Engineering Program. This partnership — the first of its kind in the United States — offers University of Missouri–St. Louis students the opportunity to benefit from the engineering program at Washington University and its century-long tradition of excellence. Effective in October 1999, the three bachelor's degrees (civil, electrical and mechanical engineering) offered in our joint program were accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). In addition to being the first undergraduate engineering degrees offered in a public/private partnership, these are also the first such degrees to receive ABET accreditation.

The courses are organized for both full-time students and part-time students with daytime commitments who need to attend classes in the evening. Students who enter the program take about half of their course work — mathematics, physics, chemistry, humanities and social sciences — on the campus of the University of Missouri–St. Louis. The remaining half of the degree program, which consists of upper-level engineering courses and laboratories, is taken on the Washington University campus. Students may choose civil, electrical or mechanical engineering. Students receive their undergraduate engineering degrees from the University of Missouri.

For information about this program, please contact the University of Missouri–St. Louis Joint Undergraduate Engineering Program at 314-516-6800 or the Washington University McKelvey School of Engineering at 314-935-6510.

Website: <https://engineering.wustl.edu/about/UMSL-joint-undergraduate-engineering-program.html>

Faculty Faculty Members at the University of Missouri–St. Louis

Dean

Joseph A. O'Sullivan
Samuel C. Sachs Professor of Electrical Engineering
PhD, University of Notre Dame

Associate Dean

Haiyan Cai

PhD, University of Maryland

Associate Director of Advising and Student Services

Mary E. McManus

MEd, University of Missouri–St. Louis

Degree Requirements

Undergraduate Bachelor of Science (BS) degrees awarded by the McKelvey School of Engineering include several categories as listed below.

Engineering degrees include the following:

- BS in Biomedical Engineering
- BS in Chemical Engineering
- BS in Computer Engineering
- BS in Electrical Engineering
- BS in Environmental Engineering
- BS in Mechanical Engineering
- BS in Systems Science & Engineering

Computer science degrees include the following:

- BS in Computer Science
- BS in Computer Science + Mathematics
- BS in Computer Science + Economics
- BS in Data Science

Applied science degrees include the following:

- BS Major in Applied Science (Chemical Engineering)
- BS Major in Applied Science (Electrical Engineering)
- BS Major in Applied Science (Mechanical Engineering)
- BS Major in Applied Science (Systems Science & Engineering)

Joint degrees with other undergraduate divisions on campus include the following:

- BS in Business and Computer Science

Engineering Bachelor of Science Degrees

To earn the BS in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Electrical Engineering, BS in Environmental Engineering, BS in Mechanical Engineering, or BS in Systems Science & Engineering, a student must satisfy all of the following general distribution requirements:

1. Complete the engineering Common Studies courses outlined below with passing letter grades:
 - a. Calculus (Math 131, Math 132, Math 217 and Math 233)
 - b. Physics I (Physics 191) and Physics II (Physics 192)
 - c. Chemistry (Chem 111A or Chem 105 and Chem 151)
Note 1: Some programs also require Chem 112A or Chem 106 and Chem 152.
Note 2: The BS in Computer Engineering program permits alternate science courses to satisfy this requirement.
Note 3: Chem 111A is required for Biomedical Engineering students; Chem 151 is required with Chem 111A and Chem 105.
 - d. Technical Writing (Engr 310)
2. Satisfy the specific degree requirements of one of the engineering degree programs as outlined in other sections of this *Bulletin*.
3. Satisfy the requirements listed under All Undergraduate Degrees below.

Computer Science and Applied Science Bachelor of Science Degrees

To earn the BS in Applied Science (Chemical Engineering), BS in Applied Science (Electrical Engineering), BS in Applied Science (Mechanical Engineering), BS in Applied Science (Systems Science & Engineering), BS in Computer Science, BS in Computer Science + Mathematics, BS in Computer Science + Economics, or the BS in Data Science, a student must satisfy all of the following general distribution requirements:

1. Complete at least 120 applicable units.
2. Complete at least 48 units of the 120 in mathematics, natural sciences and engineering.
3. Complete at least 42 units of the total 120 units at the 300 level or higher.
4. Satisfy the specific degree requirements of one of the applied science degree programs, as outlined in other sections of this *Bulletin*.
5. Satisfy the requirements outlined under All Undergraduate Degrees below.

Note: Diplomas for applied science degrees state "Bachelor of Science" and do not indicate the major on the diploma. The major (e.g., Chemical Engineering) is posted on the official transcript.

All Undergraduate Degrees

To earn any undergraduate degree in the McKelvey School of Engineering, a student must accomplish all of the following:

1. Earn at least a C (2.0) cumulative grade-point average in all applicable courses taken at Washington University. All courses must be taken for a letter grade unless otherwise specified. Other course restrictions may apply, and students should closely review the remainder of this *Bulletin* as well as the degree audit system.
2. Earn at least the minimum total number of units specified for the particular degree. All degrees require students to complete at least 120 applicable units.
3. Earn at least a C (2.0) GPA in all engineering courses taken.
4. Satisfy all of the following residency requirements:
 - a. Complete a minimum of 30 units of 200-level or higher courses from the school while matriculated at Washington University in a degree program. An approved engineering course transferring in as 200-level or higher from an exchange program or a study abroad experience sanctioned by the McKelvey School of Engineering may be counted as a school equivalent course for the purpose of satisfying this requirement.
 - b. Complete a minimum of 60 units at Washington University while matriculated at Washington University in a degree program. Exchange program or study abroad courses sanctioned by the school may be counted toward this requirement.
 - c. For students who pursue multiple engineering BS degrees, for each additional BS degree from the school, students must complete an additional 15 resident units of 200-level or higher courses from the school, which are in addition to the 30 units of 200-level or higher engineering courses that are listed in 4a above. No more than two BS degrees from the McKelvey School of Engineering may be earned by the same student.
 - d. For students enrolled in a Washington University undergraduate joint or combined degree program connected to a McKelvey academic department and an academic department outside of McKelvey, the McKelvey academic department may designate specific Washington University courses (200-level or higher) taken outside of the McKelvey School of Engineering to satisfy the residency requirement listed in 4a above. Such designated courses must be required for the core or elective portions of the major-specific requirements of the joint or combined degree program.
Note: Some departments may have program-specific residency requirements that require students to complete a minimum number of units at Washington University for their specific degree programs. This is currently true in Computer Science & Engineering.
5. Complete the English proficiency requirement as well as the humanities and social sciences requirement of the McKelvey School of Engineering.

English Proficiency Requirement

Every student must demonstrate proficiency in the reading and writing of the English language. First-year engineering students are given an opportunity to take a writing placement exam during the summer before they arrive to campus. Proficiency can be demonstrated by satisfactory performance on this writing placement exam administered by the McKelvey School of Engineering. Waivers of the English proficiency requirement via the writing placement exam do not carry degree credit.

Students who do not demonstrate satisfactory proficiency via the writing placement exam are required to enroll in a course or sequence of courses specified by the test's administrator. The school's English proficiency requirement is then satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program (<https://collegewriting.wustl.edu/>).

Before enrolling in one of the College Writing Program themed courses, some students may be required to complete CWP 1511 Critical Reading and Analytical Writing, CWP 1001 Foundations of Academic Writing or CWP 200 Writing Tutorial.

Courses taken at other institutions to satisfy the English proficiency requirement must be approved by the school's English proficiency coordinator. If the course is so approved, the student must pass with a grade of C- or better.

Humanities and Social Sciences Requirement

To earn any bachelor's degree from the McKelvey School of Engineering, students must complete the school's humanities and social sciences requirement:

1. Minimum units: At least 18 units of humanities and social sciences courses must be completed with passing grades. Humanities and social sciences courses (other than transfer courses) may be taken for pass/fail credit.
2. Breadth: At least 6 units of the 18 must be in the humanities, and at least 6 units must be in the social sciences.
3. Upper-level courses: At least 3 units of the 18 units completed must be from one or more courses numbered 300 or higher.

Note: Joint degree programs may have different humanities/social science degree requirements.

Washington University courses labeled with the EN:H or EN:S attribute in the semester course listings will count, respectively, toward the humanities or social sciences requirement for engineering degrees. In general, most art courses (F10 and F20) will count toward the engineering school's humanities requirement, even if they do not have the specific EN:H designation. Some upper-level art courses are open only to students with an open art program.

Transfer courses must be approved through Engineering Undergraduate Student Services as acceptable transfer credit (<http://engineering.wustl.edu/current-students/student-services/Pages/transfer-course-credit.aspx>) and as applicable humanities or social sciences courses. All transfer courses must be taken for credit (i.e., not pass/fail), and students must earn a C- or better in transfer courses for the credit to transfer to the school. Grades do not transfer.

Advanced Placement (AP) credit and International Baccalaureate (IB) credit approved through Engineering Undergraduate Student Services may be used to satisfy all or part of the breadth requirement (i.e., the humanities 6-unit requirement and/or the social science 6-unit requirement); however, AP and IB credit may not be used to satisfy the 18 minimum units needed to satisfy the school's overall humanities and social sciences requirement. Students may individually petition Engineering Undergraduate Student Services to have their AP or IB credit counted toward the humanities 6-unit requirement and/or the social sciences 6-unit requirement. Petitions will be reviewed to determine if they conform to guidelines established for awarding humanities and social sciences credit. Guidelines are approved by the Engineering Undergraduate Studies Committee.

Engineering Topics Units

Bachelor's degree programs accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>) require that the program require a minimum of 45 units of engineering topics. A course carrying engineering topics units will be marked in the Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>) with the EN:TU attribute.

Engineering Topics/Design Component

Engineering design is the process of devising a system, component or process to meet desired needs. It is a decision-making process (often iterative) in which basic sciences, mathematics and engineering sciences are applied to convert resources optimally to meet a stated objective. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis, analysis, construction, testing and evaluation. The engineering design component of a curriculum must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design and detailed system descriptions. Further, it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact.

Engineering Topics/Science Component

The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Such subjects include mechanics, thermodynamics, electrical and electronic circuits, materials science, transport phenomena and computer science (other than computer programming skills), along with other subjects, depending on the discipline. Although it is recognized that some subject areas may be taught from the standpoint of either basic sciences or engineering sciences, the ultimate determination of the engineering science content is based on the extent to which there is extension of knowledge toward creative application. In order to promote breadth, the curriculum must include at least one engineering course outside of the major disciplinary area.

ABET Mathematics and Basic Science Requirement

Bachelor degree programs accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>) require that the program require a minimum of 30 units of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. The basic sciences are defined as biology, chemistry and physics.

Applicable Undergraduate Engineering Degree Requirements

Undergraduate engineering students are required to satisfy the engineering degree requirements that are published in the online undergraduate Bulletin (p. 7) in effect at the time they first enroll at the university as degree-seeking undergraduate students.

Undergraduate engineering students must complete all undergraduate degree requirements and graduate within 10 consecutive years of enrolling as degree-seeking undergraduate students at the university.

A student who does not graduate within 10 consecutive years will be required to satisfy the degree requirements that are in the most recently published online undergraduate *Bulletin* and to retake courses identified by the chair of the department in which the student is seeking the degree.

- When a student wishes to return to complete course work and earn a degree after the 10-year time period has passed, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student re-enrolls in the McKelvey School of Engineering as an undergraduate student seeking a degree.
- When a student has left the university and wishes to complete course work at another university to then transfer back and graduate from the McKelvey School of Engineering and when more than 10 years have elapsed

since the student was first enrolled as an undergraduate engineering degree-seeking student, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student files an intent to graduate for an engineering undergraduate degree. The course work that the student intends to complete and transfer back to the McKelvey School of Engineering must be approved by the school before the student enrolls in the course work.

Academic Honors & Awards

Dean's List: The Dean's List is composed of first-year, sophomore, junior and senior engineering students who, for the preceding semester, have achieved a 3.6 or higher grade-point average based on a minimum of 12 units of applicable courses taken for letter grades (i.e., not pass/fail or audit). An appropriate entry is added to these students' official transcripts.

No "I" (incomplete) or "N" (no grade reported) grades may be a part of the semester's record. For a student to be eligible for the fall Dean's List, all final grades must be posted by the first day of the spring semester. For the spring semester, all final grades must be posted by the beginning of Summer Session II for a student to be considered. There is no dean's list for summer terms.

Latin Honors: For students graduating with undergraduate engineering degrees, Latin honors from the school will be awarded based on the cumulative Washington University GPA. In June, the GPA cutoffs used to select Latin honors for the upcoming year will be assigned by calculating cumulative averages from the three most recent graduation years. For the upcoming graduating class, the three-year average of the top 10% will determine which students are awarded summa cum laude; the three-year average of the next top 10% will determine which students are awarded magna cum laude; and the three-year average of the next top 10% will determine which students are awarded cum laude. Latin honors will be awarded to students whose cumulative GPAs at the time of graduation meet the predefined three-year average GPA cutoffs, which are determined during June of the prior year.

Valedictorians: Valedictorians are selected from graduating seniors who entered as first-year students (i.e., not transfer students). Candidates must have earned a 4.0 cumulative GPA at Washington University with no repeated courses (i.e., students who have not taken advantage of the retake policy).

Academic Policies

Attendance

Each professor in the McKelvey School of Engineering decides how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of

making up work that has been missed. Students are expected to explain to their professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

Units and Grades

A credit unit is the equivalent of one recitation or lecture hour a week for one semester or one laboratory of two and one-half hours a week for one semester. A student's work is rated in terms of the following system of grades and grade points:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P#	Pass
F#	Failing
S	Satisfactory
U	Unsatisfactory
I	Course work incomplete
X	No final exam taken
W	Withdrawal
WLA	Withdraw leave of absence
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted

Auditing a Course

A student may register for some courses as an auditor. The criteria for a successful audit are determined by the course instructor, and the student should work with the instructor to ensure that these criteria are understood. Generally speaking, the completion of homework and the taking of exams are not required. The grade L signifies a successful audit, and the grade Z signifies an unsuccessful audit. Neither grade affects a student's grade-point average, and the course's units do not contribute to the student's total cumulative degree-seeking units. Audit courses do not count toward any degree, nor do they count toward full-time status determination. They do count toward the 21-unit cap per semester, and audit units are charged at the

standard full-time or part-time per-unit rate. Class attendance is normally required to earn a grade of L; unsatisfactory attendance will result in a grade of Z. Computer science courses do not allow students with auditor status.

Incomplete Grades

The grade I (incomplete) indicates that the work of a student has been generally acceptable but that extenuating circumstances led to certain requirements not having been met. The grade of X is recorded when a student is absent from a midterm or final examination because of illness or other unavoidable reason, provided the work has been otherwise satisfactory.

Grades of X and I must be removed no later than the close of the next full semester a student is in residence. On failure to make up an X or I grade, the student will not receive credit for the course, and the grade will be changed to F unless the student has been explicitly excused by the associate dean.

A student should **not** re-enroll in a class to complete an I grade. Enrolling in the class a second time invokes the Course Retake Policy (p. 1295).

Course Retake Policy

If an engineering student repeats a course at Washington University, only the second grade is included in the calculation of the GPA. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only.

If an engineering student repeats a course elsewhere (i.e., as a preapproved transfer course from another university), the student must take the course for credit and earn a C- or better for the units to transfer to Washington University. After an official transcript showing the final grade for the repeated course is received, the symbol R next to the first enrollment's grade indicates that the course was later retaken. The original grade will no longer figure into the student's GPA, nor will the transfer course grade figure into the GPA. The grade for the transfer course does not display on the student's Washington University record, but the units for the transfer course will count toward the degree program.

Course Descriptions

The McKelvey School of Engineering is subdivided into five academic departments: Biomedical Engineering (E62); Computer Science & Engineering (E81); Electrical & Systems Engineering (E35); Energy, Environmental & Chemical Engineering (E44); and Mechanical Engineering & Materials Science (E37). Each department may offer courses leading to one or more bachelor's, master's or doctoral degrees.

The courses of instruction are numbered according to the following system:

- 100 to 199 are primarily for first-year students.
- 200 to 299 are primarily for sophomores.
- 300 to 399 are primarily for juniors.
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit.
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. If there are no stated requirements, juniors and seniors should obtain permission of the instructor.

One unit of credit is given for each hour of lecture, and one unit is given for each two and one-half hours of laboratory. Each course description shows the course's credit. A table of all engineering courses (PDF) (http://bulletin.wustl.edu/undergrad/engineering/policies/Engineering_Course_Attributes.pdf) and, for each course, the division of its topics units is available and frequently updated on the school's website.

Definition of Class Levels

For classification purposes, a student's undergraduate class level is defined according to the year in which they intend to graduate.

Pass/Fail Option

All undergraduate engineering students are eligible to register each semester for up to 6 units with the pass/fail option, for up to a maximum of 18 units attempted. Some departments require students to take certain courses pass/fail; credits in these courses do not count toward either the semester limit of 6 units or the cumulative limit of 18 units. Other than these courses, **only elective courses may be taken with this option**, including courses in other divisions of the university but that are still contingent upon and subject to departmental requirements. Humanities, social sciences and some technical electives specifically allowed by individual engineering programs, as well as some engineering courses (both undergraduate and graduate that are not specifically required for the student's major program), may be taken with the pass/fail option. Some programs do not allow any courses (either required or elective) to be taken with the pass/fail option. Graduate courses taken on a pass/fail basis cannot be transferred later for credit toward a graduate degree.

Changes from the regular grade basis to pass/fail or vice versa may not be made after the last dates specified in the current Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>). The normal regulations for withdrawal or change to auditor status also apply to pass/fail courses.

It is the student's responsibility to discuss with the faculty member what constitutes a pass in a particular course. Although the general pass mark is a C-, instructors have the discretion to set the pass mark higher in their course(s).

A final grade of P# (pass) will earn degree credit where applicable. A final grade of F# (fail) will not earn degree credit. Neither P# nor F# will affect the GPA.

Academic Probation and Suspension

McKelvey Engineering students are expected to maintain a high level of scholarship during their time at Washington University. At a minimum, students must meet the standards set by the faculty as well as those mandated by the U.S. Department of Education (see section on Satisfactory Academic Progress (p. 1297)). A student whose work falls below minimum standards is placed on academic probation and is classified as not being in good academic standing. If a student on probation does not improve their academic record, probation is followed by suspension.

At the close of each semester, each student's semester GPA is computed as the total grade points earned during the semester divided by the total credit units attempted. At the same time, the cumulative GPA is computed as the quotient of the cumulative total of grade points divided by the cumulative total of credit units attempted. The computations are made on the basis of the grade-point scale indicated in the section on Units and Grades (p. 1294). Courses taken on a pass/fail basis are not included in these calculations. Each student's semester and cumulative GPAs are then reviewed along with other probation and suspension criteria.

Students eligible for first or second probation are notified, and their record is updated accordingly. Students eligible for suspension are notified. If the student chooses not to appeal or appeals and the appeal is denied, then the student is suspended, and their record is updated accordingly.

Academic Probation

Academic probation represents a warning that the school has concerns with a student's progress. Students placed on academic probation may continue their enrollment, but they are required to meet with their advisors to discuss what they might do to improve their grades and make progress toward the degree. Academic probation cannot be appealed.

Criteria. Academic probation takes place if any one of the following occurs: 1) a student has a semester GPA below 2.0; 2) a student has a cumulative GPA below 2.0; 3) a student has three incomplete (I) grades at the end of a semester; or 4) a student drops below full-time student status without advisor preapproval. Students placed on probation due to three or more incomplete (I) grades may request to have the probation removed from their records after all of the incomplete grades are replaced with letter grades.

The first time a student qualifies for probation, they are placed on First Academic Probation. The second time a student qualifies for probation (nonsequentially), they are placed on Second Academic Probation. Special Academic Probation means that a student was eligible for suspension but was not suspended. A student placed on academic probation is not in good academic standing.

A student placed on academic probation may have a hold placed on their record and must complete the steps below.

1. Within two weeks of receiving a probation notification, the student must schedule a meeting with their four-year advisor in Engineering Undergraduate Student Services (Lopata Hall, Room 303). The meeting must take place before the end of first week of classes for the upcoming semester.
2. The student must prepare a written statement with two sections. In the first section, the student will provide a clear explanation of the circumstances that affected their performance the previous semester. In the second section, the student will describe a plan to improve their academic performance moving ahead. The written statement should be sent to the four-year advisor in advance of the scheduled meeting.
3. The student must meet with the four-year advisor at the scheduled date and time. The meeting is designed for the student and advisor to determine what might help the student to be more successful. The four-year advisor may recommend that routine meetings take place throughout the semester.

Academic Suspension

Academic suspension represents being dismissed from the school. Students placed on academic suspension are not eligible to enroll or continue their degree programs; however, suspended students may apply for re-enrollment at a future time. Students placed on academic suspension are not allowed to enroll in any division at Washington University. A student placed on academic suspension is not in good academic standing.

Academic suspension is not viewed as a punitive action. Rather, it is an academic pause applied when it is clear that something is interfering with a student's ability to complete degree requirements. It is not in a student's best interest to continue unless they are able to make changes that will allow them to make successful academic progress toward graduation.

Criteria. Academic suspension takes place if any one of the following occurs: 1) the student becomes eligible for academic probation for a third time; 2) the student becomes eligible for academic probation two semesters in a row (i.e., two consecutive enrolled semesters); 3) the student fails the same course twice; or 4) the student was enrolled in credit courses and earns no degree credit at the end of a semester.

If a suspended student would like to return to the university at a future time, the student must apply for reinstatement to the McKelvey School of Engineering. To apply for re-enrollment, the student will need to demonstrate the capacity to work productively at the level required by the school's curriculum. They must have successfully completed challenging full-time course work at a different institution (generally, for at least one year), have been employed in a full-time position (generally, for at least one year), or a combination of the two (i.e., they have been both in school and working). There is no guarantee that a student who has been suspended will be allowed to return.

Appeal of Academic Suspension

A student who wishes to appeal their suspension should present a written appeal statement setting forth reasons why they believe the situation should be reconsidered. This statement should be addressed to the Undergraduate Academic Standards Committee and forwarded via the associate dean (Lopata Hall, Room 303). In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently.

The student must then attend an appeal hearing. The student's academic record, written appeal, and any other factors the student may wish to discuss are considered by the committee. Immediately after the appeal hearing, the student is informed of the committee's decision. The committee's decision is final (no other appeals are possible). If the appeal is successful, the student is placed on Special Academic Probation and allowed to enroll in classes. If the appeal is unsuccessful, the student's programs of study will be closed, and the student will be dropped from any course registrations for the next semester. Suspended students may apply for re-enrollment at a future time.

Dual-Degree Students

A student who enters as a Dual-Degree 3-Year Option (3/3) student pursues a McKelvey undergraduate degree for two years and then a McKelvey master's degree the third year. While pursuing the undergraduate degree during the first two years, undergraduate probation and suspension rules are applied to the student. McKelvey graduate probation and suspension rules are applied during the third year, when the student is pursuing the master's degree.

Satisfactory Academic Progress for Title IV Financial Aid

Federal regulations require that students receiving federal Title IV financial aid maintain Satisfactory Academic Progress (SAP). The minimum GPA requirements needed to maintain eligibility for SAP are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii),

the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal SAP.

SAP is evaluated annually at the end of the spring semester. In order to maintain SAP and thus be eligible for federal financial aid, a student must maintain minimum requirements for cumulative GPA (≥ 2.0 for undergraduates, ≥ 2.70 for master's students, and ≥ 3.0 for doctoral students). A student must also maintain minimum requirements for pace (credit earned for at least 67% of the credits attempted). In addition, the degree must be completed within the maximum time frame allowed for the program (defined as 150% of the required credits). Students who are not maintaining SAP will be notified by the McKelvey Registrar and, barring an approved appeal, are ineligible for aid for future semesters.

More information about Satisfactory Academic Progress (<https://sfs.wustl.edu/resources/Pages/Satisfactory-Academic-Progress.aspx>) is available from Student Financial Services.

Full-Time and Part-Time Enrollment

Engineering undergraduate degree programs are full-time programs. All undergraduate students are automatically charged full-time tuition each semester. Full-time enrollment is 12 to 21 units of credit per semester. Courses taken in audit status do not count toward full-time enrollment status. Students may not enroll in more than 21 units without special permission. An additional per-unit tuition charge is assessed for enrolled units exceeding the 21-unit limit in a semester.

Part-time enrollment is not allowed unless it is formally approved by Disability Resources or Habif Health and Wellness Center. Students approved for part-time status may enroll in 1 to 11 units and are charged part-time tuition, along with all standard undergraduate fees. Each semester, these students should contact the Engineering Registrar and request to have their tuition adjusted to reflect their part-time enrolled units. Financial aid may not be available for part-time enrollment, so students should contact Student Financial Services to discuss their specific situations.

Seniors who need to enroll for an extra semester in order to graduate may request part-time enrollment and part-time tuition charges for that additional semester of study. These students will not have full-time student status if they are enrolled in less than 12 units. For students who enrolled as first-year students, part-time enrollment may be requested after their eighth academic semester of study. For dual-degree undergraduate students, part-time enrollment may be requested after their fourth academic semester of study. Prior to the add/drop deadline for the semester, these seniors may petition the Engineering

Registrar to have their tuition adjusted to reflect their part-time enrolled units. Students approved for reduced tuition will have their bills adjusted after the add/drop deadline has passed. Summer sessions are not counted as academic semesters.

Leaves of Absence

Engineering students may petition to take a leave of absence. For a leave of absence, students in good standing are assured re-enrollment within the next two years. Before returning, the student is to notify the McKelvey School of Engineering and submit a reinstatement form at least six weeks prior to the beginning of the appropriate term. A student wishing to take a medical leave of absence must have a recommendation for the medical leave of absence from Habif Health and Wellness Center submitted to the appropriate dean in the McKelvey School of Engineering prior to leaving and prior to re-enrollment. The dean will decide whether or not to grant the request for the medical leave of absence and re-enrollment upon reviewing the recommendations from the Habif Health and Wellness Center and the student's file.

Tuition Refunds

All full-time undergraduate students in Engineering are assessed tuition at a full-time tuition rate and do not receive refunds for dropping individual courses. Students who officially withdraw from the university (drop all semester courses) will receive a tuition refund as outlined on the Undergraduate Tuition & Fees page (p. 47) of this *Bulletin*. After the date of the first class meeting, refunds are not granted for short courses, which run less than the full semester length.

Transfer Credit

A student must get prior approval before taking a course at another university. After completing the course, the student must have an official copy of the transcript sent to the McKelvey School of Engineering for evaluation. If the credit is accepted, the course will appear on the transcript with the units but not the grade. Only units of credit for courses with a grade of C- or better will transfer. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or the Academic Integrity policy. The transfer course approval process (<http://engineering.wustl.edu/current-students/student-services/Pages/transfer-course-credit.aspx>) is outlined on the McKelvey School of Engineering website.

Transfer credit is never accepted for online courses.

University College Courses

Engineering students may receive credit for a limited number of University College courses that have been approved by the Engineering Undergraduate Studies Committee. The approved courses listed below will display on official transcripts and the course units will count toward engineering degree

requirements, but the grade will not be calculated in the students' GPAs. Approved courses must be taken for a letter grade, and students must earn a minimum grade of C- for the course units to count toward engineering degree requirements.

Current approved courses, which may be needed by students seeking admission into medical school, include the following:

- U29 Bio 322 Human Anatomy & Physiology I
- U29 Bio 323 Human Anatomy & Physiology II
- U29 Bio 406 Introduction to Biochemistry
- U29 Bio 4170 Endocrine Physiology
- U29 Bio 4241 Immunology

Eligibility to Enroll in Other University College Courses

University College courses that do not appear on the approved list above may be taken under certain circumstances. The courses will display on official transcripts, but the units will not count toward engineering degree requirements, and the grade will not be calculated in the students' GPAs. Eligibility is restricted as outlined below:

1. First-year students may take U03 GS 125 College Success Seminar, but the course will not count toward engineering degree requirements.
2. Undergraduate engineering students may enroll in University College biology courses (U29), but only the above-listed courses will count toward engineering degree requirements.
3. Undergraduate engineering students in their final year of study may enroll in one University College course each semester. Again, these courses will not count toward engineering degree requirements.

Exceptions

Exceptions to the above rules may exist for a student's declared degree program when working toward a non-Engineering minor or a joint-degree program.

Military Training

Army and Air Force ROTC programs are available at Washington University.

A student in the McKelvey School of Engineering who takes an ROTC course will have the course name, number, credit units and grade entered on their official transcript. If the course is numbered 100 through 299, the course's units and grade will not apply toward the student's degree requirements; if the course is numbered 300 through 499 and the grade is D- or better, the course's units will apply toward the student's degree requirements (as a free elective), and the grade will be counted in the student's cumulative and semester GPAs. Credit may be awarded for no more than one course per semester, for a maximum of 16 units. The last course in the sequence, MILS 402C, will count for EN:S credit.

Course descriptions for Air Force ROTC and Army ROTC (p. 1309) can be found in the appropriate sections of this *Bulletin*.

Sever Institute Courses

Sever graduate courses are allowed to count as general units and in the GPA for all undergraduate and graduate McKelvey students. The units earned in Sever graduate courses will count as general units needed to satisfy any McKelvey degree, and they will count toward the general Washington University residency requirement for undergraduate degrees. However, they will not count toward the engineering ("E" course) residency requirement for McKelvey undergraduate degrees. The GPA earned in Sever graduate courses will count toward the cumulative GPA, the semester GPA, the Dean's List, the class rank, and Latin honors. Unless approved by the McKelvey department offering the student's degree program, Sever graduate courses will not satisfy any course requirement (core or elective requirement) for any McKelvey undergraduate degree, graduate degree, second major, minor, or certificate program.

Online Courses

Online courses taken by engineering undergraduate students will not count toward graduation requirements. Exceptions include only those courses with "E" course numbers offered by McKelvey.

Academic Integrity

All students in the McKelvey School of Engineering are expected to conform to high standards of conduct. Undergraduate Students should refer to the Washington University Undergraduate Student Academic Integrity Policy (<https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>) for an overview of expectations. To review our school statement on academic integrity as well as our process, visit the McKelvey Academic Integrity (<https://engineering.wustl.edu/current-students/student-services/Pages/academic-integrity-policy.aspx>) webpage.

Academic Calendar

In addition to the university's academic calendar, McKelvey maintains an Engineering Academic Calendar (<https://engineering.wustl.edu/academics/academic-calendar.html>) with dates and deadlines that are specific to McKelvey students. This calendar includes course information, which is also helpful for non-McKelvey students taking engineering courses.

Administration

Dean's Office
314-935-6350

Department of Biomedical Engineering
314-935-6164

Department of Computer Science & Engineering
314-935-6160

Department of Electrical & Systems Engineering
314-935-5565

Department of Energy, Environmental & Chemical Engineering
314-935-6070

Department of Mechanical Engineering & Materials Science
314-935-6047

Engineering Information Technology
314-933-3333

Engineering Undergraduate Student Services
314-935-6100

Engineering Graduate Student Services
314-935-5830

Sever Institute
314-935-5484

Majors (directory)

Below is a list of majors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific major. Students must log into WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) and select the Major Programs link under Academics to switch their major program within Engineering or to declare a second major or minor online.

- Applied Science (Chemical Engineering) (p. 1268)
- Applied Science (Electrical Engineering) (p. 1247)
- Applied Science (Mechanical Engineering) (p. 1286)
- Applied Science (Systems Science & Engineering) (p. 1248)
- Biomedical Engineering (p. 1182)
- Business and Computer Science (p. 1219)
- Chemical Engineering (p. 1264)
- Computer Engineering (p. 1213)
- Computer Science (p. 1214)
- Computer Science + Economics (p. 1214)
- Computer Science + Math (p. 1216)
- Data Science (p. 1217)
- Electrical Engineering (p. 1243)
- Environmental Engineering (p. 1266)
- Individually Designed Major (p. 1174)
- Mechanical Engineering (p. 1284)
- Systems Science & Engineering (p. 1245)
- Second Major in Computer Science (p. 1222)

- Second Major in Computer Science + Mathematics (p. 1222)
- Second Major in Data Science (p. 1224)
- Second Major in Electrical Engineering (p. 1248)
- Second Major in Financial Engineering (p. 1250)
- Second Major in Systems Science & Engineering (p. 1249)

Minors (directory)

Residency Rule for Engineering Minors

No more than 6 units of credit transferred from another institution (outside Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University taken for a letter grade. Classes taken with the pass/fail grade option do not meet requirements unless specifically allowed. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

Minors

Below is a list of minors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific minor. Students must log into WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) and select the Major Programs link under Academics to declare a minor online.

- Aerospace Engineering (p. 1287)
- Bioinformatics (p. 1226)
- Biomedical Data Science (p. 1193)
- Computer Science (p. 1225)
- Electrical Engineering (p. 1250)
- Energy Engineering (p. 1269)
- Environmental Engineering Science (p. 1268)
- Human-Computer Interaction (p. 1226)
- Materials Science & Engineering (p. 1287)
- Mechanical Engineering (p. 1289)
- Mechatronics (p. 1252)
- Nanoscale Science & Engineering (p. 1270)
- Quantum Engineering (p. 1253)
- Robotics (p. 1252)
- Systems Science & Engineering (p. 1253)

Beyond Boundaries Program

Beyond Boundaries is a framework of classes and resources that allows students to understand issues in an interdisciplinary way. Faculty from the School of Medicine, Olin Business School, Brown School, School of Law, McKelvey School of Engineering, Sam Fox School of Design & Visual Arts, and Arts & Sciences collaborate in the Beyond Boundaries Program to produce an interdisciplinary curriculum rich with possibilities for students with interests that do not fit within the confines of traditional subject matter.

Beyond Boundaries aims to bring a student's different interests into conversation with each other in order to approach the big social and intellectual problems of tomorrow. This is a different approach than having two majors, which indicates an interest in two separate fields of study. Many students in the program may have two majors, but this is not a requirement of the program.

Requirements

Beyond Boundaries spans the first two years of a student's time at Washington University, with the option to continue into the third and fourth years. At the beginning of their second year, Beyond Boundaries students matriculate into their chosen school and declare a major during the spring semester.

- Students who participate in both the first and second years of the Beyond Boundaries Program will receive a milestone notation on their transcripts.
- Students who complete years three and four of the program, regardless of whether they entered during their first or third year, will receive a milestone notation on their transcripts.
- Those who complete all four years of the program will receive an Interdisciplinary Certificate upon graduation.

The required curriculum (p. 1301) of year one includes College Writing, multiple Beyond Boundaries courses (p. 1302), and a first-year 1-credit seminar (fall and spring semesters, Beyond Boundaries students only). During year one and two (and beyond if applicable), program students also have the opportunity to participate in a variety of lectures, seminars and community-building events that count toward program requirements.

Students participating in Beyond Boundaries can still complete their graduation requirements in four years.

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher

minimum GPA for federal Satisfactory Academic Progress. Beyond Boundaries Program students are required to maintain a 2.0 cumulative GPA. To be in good academic standing in the program on a semesterly basis, students are expected to complete a minimum of 12 units per semester with a minimum 2.0 semester GPA.

In special circumstances, if a first-year program student wishes to leave the program, they must be approved for a transfer to an undergraduate division, either before the fourth week of the fall semester or after the fall semester has finished. The approval of the Beyond Boundaries Program as well as the proposed school is required.

Who Should Apply

Students who are talented, self-initiated and self-motivated and who wish to pursue their own broad interdisciplinary interests through a unique education experience that requires collaboration across academic disciplines and perspectives should consider applying to this program (<https://beyondboundaries.wustl.edu/apply/>).

Who Should Not Apply

Students interested in pursuing degrees in biomedical engineering, chemical engineering, and environmental engineering cannot participate in the program due to specific track-based requirements.

These students are invited to apply for year three of the Beyond Boundaries Program, which spans the student's third and fourth years and includes a fourth-year capstone experience.

Contact: Simone Picker
Phone: 314-935-8874
Email: simonepicker@wustl.edu
Website: <http://beyondboundaries.wustl.edu>

Curriculum

Year One (11 required credits)

Year one requirements include an introductory sequence that teaches writing, the framework of interdisciplinary study, and collaborative problem-solving as well as multiple Beyond Boundaries courses.

Fall Semester:

- Beyond Boundaries seminar (1 credit, Beyond Boundaries students only)
- Beyond Boundaries course (3 credits)
- College Writing (3 credits)

Spring Semester:

- Beyond Boundaries seminar (1 credit, Beyond Boundaries students only)
- Beyond Boundaries or Bear Bridge course (3 credits)

Year Two (point-based system)

During their second year, students will matriculate into their chosen school and declare a major in the spring, as is typical of undergraduate students. Beyond Boundaries students will take a majority of their classes within their academic division during their second year, but they will also be involved in the second year of the program, which involves a less-structured curriculum to ensure that they are able to fulfill their major and school-specific requirements.

Components of year two will include several selections from the following options:

- Interdisciplinary courses (within the student's chosen school)
- Weekend topic-based problem-solving seminars
- Co-curricular service opportunities
- Lecture series (university-wide offerings that include prominent scholars, businesspersons and advocates)
- Spring-break opportunities
- Networking and community-building events
- Discussion participation (as part of interdisciplinary lectures on campus)

These various opportunities are designed to allow students the flexibility to achieve their academic and co-curricular goals outside of the program while keeping them connected to the program community.

Students who complete years one and two of the Beyond Boundaries Program receive a milestone notation on their transcript. Students may opt to continue this program into their third and fourth years.

Students accepted into the Beyond Boundaries Program prior to matriculation at Washington University can automatically continue into years three and four of the program.

Year Three (point-based system)

Year three will also be open to incoming third-year students who did not start their time at Washington University as a part of the Beyond Boundaries Program. These students must apply to join the program at this point, and they will be selected for participation based on their demonstrated interest in interdisciplinary study and problem-solving.

Year three is flexible, and it is similar to year two with its requirement-based system. Students can fulfill these requirements through a combination of multiple selections from the following options:

- Upper-level interdisciplinary course work
- Select courses in the graduate and professional schools
- Co-curricular service and community-building activities
- Meaningful study-abroad opportunities

The program offers students exposure to information about career and educational paths that they may be interested in pursuing after graduation.

Year Four

Year four of the Beyond Boundaries Program involves an interdisciplinary or collaborative capstone project that will be co-advised by two faculty members. This allows students to offer multidisciplinary perspectives on their work and to benefit from close faculty mentorship.

Courses

Year One Courses for Beyond Boundaries Students

Beyond Boundaries Seminar (2 credits total)

This course, led by Beyond Boundaries Program Director Rob Morgan, is 1-credit, pass/fail and offered during both the fall and spring semesters of the first year.

160 BEYOND 100 Beyond Boundaries Seminar

This course will cover selected relevant topics, including interdisciplinary projects and lectures, collaboration, ideation exercises, and college student development. It is an interactive seminar in which each program participant will participate in prototyping futures, mind-mapping, salon-type discussions, dialogue, reflection and related activities. There will be opportunities to meet and hear from faculty representing all seven schools at Washington University. The knowledge gained is designed to contribute to academic success, personal development, and a more rewarding social and academic experience over the course of the college experience. This course is required for all first-year students in the Beyond Boundaries program and open only to first-year students in the Beyond Boundaries program.

Credit 1 unit. A&S: FYBB

College Writing (3 credits)

During the fall semester of the first year, Beyond Boundaries program students will take a 3-unit common College Writing course (a requirement for most first year students at Washington University). This course will focus on basic writing skills and communication across disciplines, and it will meet three days per week. The course will be taught by a faculty member of the program in sections of 12 students. It will include various contributions from faculty in other departments and from across divisions through lecture series, class visits, panels

and interviews. The courses will be grouped into six themes — Citizen Scientist, Dreams & Nightmares, Writing Identity, Place & Perspective, Power & Commodity Culture, and Technology & Selfhood — into which students will self-select.

Beyond Boundaries Courses (3 credits each)

In addition to the 5-credit introductory series listed above, first-year students in the Beyond Boundaries Program will be required to complete another 6 units of program-related courses. A student can choose to take two Beyond Boundaries courses (one in the fall and one in the spring) or one Beyond Boundaries course in the fall (3 credits) and a First-Year Bear Bridge course (3 credits; only open to program students) in the spring.

Beyond Boundaries courses, which are funded by the Office of the Provost, are designed to prepare students for a rapidly evolving world characterized by social, political, scientific and economic problems that cannot be solved using knowledge from a single discipline. These courses are team-taught by faculty from different schools across Washington University, and they offer a window into how scholars from different disciplines approach big, critical topics like our aging population, the nature of creativity, the phenomenon of climate change and the evolving art of medicine.

These courses will offer students in the Beyond Boundaries program tangible examples from interdisciplinary approaches to these topics, including those of faculty from across schools participating in collaborative exploration. Some courses within the different schools that have been pre-designated by the faculty lead team as meeting the requirements of interdisciplinary courses may also count toward this requirement during the spring semester.

I60 BEYOND 101 Earth's Future: Causes and Consequences of Global Climate Change

Earth's Future: Causes and Consequences of Global Climate Change examines the following: 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad introductory course for first-year students, and it presumes no special subject matter knowledge on the part of the student. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

I60 BEYOND 102 The Business of Elections

This course will focus on understanding the primary and presidential elections -- particularly the 2020 election -- through a multidisciplinary approach that primarily involves political science and business. Campaigns are start-ups that rely on strategy, branding, influencing consumers (voters), financing and other concepts to achieve the election of their candidate. At the same time, American politics is highly polarized, with voters who are

increasingly hostile to listening to the other side. Given this context, how does a campaign succeed as an entrepreneurial venture? This course will allow students to compare and contrast how different candidates' policies and platforms may affect different constituencies/sectors of the business/labor world as well as the economy, how the media portrays them, and what role they will play in the general election. This course is for first-year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

I60 BEYOND 105 The Endgame of Entrepreneurship: Leveraging Capitalism for Good

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

I60 BEYOND 115 Environmental Racism and the Health of Everyone

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the frontlines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St. Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Credit 3 units. A&S IQ: SSC EN: S

160 BEYOND 120 Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

160 BEYOND 123 When I'm Sixty-Four: Transforming Your Future

Whether you know it or not, you're living in the midst of a revolution - a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you'll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you're going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This class will give you a competitive edge in understanding how you can harness what's happening to shape your career and lifestyle. In class you'll be introduced to leaders and ideas from many fields - medicine, engineering, architecture, public health, social work, law, business, art, and psychology - focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips, and community projects. Each week, we'll gather for lectures and also break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

160 BEYOND 125 St. Louis and the Documentary Image

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we — as viewers, as creators, as people — sort out the complicated claims pictures make on the world around us? By drawing on collaborations among three areas in two schools (Visual Arts, English, and American Culture Studies), this course will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis.

The course will introduce first-year students both to their city and their university, preparing them to explore existing course work in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only.

Credit 3 units.

160 BEYOND 130 The Art of Medicine

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

160 BEYOND 140 To Sustainability and Beyond: People, Planet, Prosperity (P3)

This course combines interdisciplinary instruction with applied project work. Students will be introduced to global concepts in sustainability and examine how they relate to specific issues in the greater St. Louis community, learning what it means to be civic-minded stewards of social and ecological systems. In addition, students will work on developing the critical "soft skills" needed for success on the job, such as effective communication techniques, project management, and leadership. Students will emerge from the course with a systems-level understanding of sustainability, a working knowledge of the fundamentals of community engagement, and an appreciation for values-based civic stewardship. Experience in this course will prepare students for applied project-based work in other courses or internships, regardless of academic discipline. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC EN: S

160 BEYOND 160 Gender, Youth, and Global Health

Through in-depth case studies, this course provides an introduction to gender-specific issues in the context of childhood and adolescence, poverty, and global health. Students will learn to identify how gender and gender differences affect conditions of life in the areas of reproductive health, nutrition, conflict, access to healthcare, and the social determinants of health, especially for young people. Students will learn to analyze health conditions and disparities in relation to both the micro dynamics of local worlds and the macro dynamics of large-scale social forces in the postcolonial global field. In addition, students will come to understand the current challenges that global health practitioners and institutions confront in achieving gender equity and the current efforts toward closing the gap. These learning objectives will be achieved using lectures as well as discussion-based sessions and Skype-based interactions with NGOs and experts who are currently working in the field. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB, FYS A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, IS EN: S

I60 BEYOND 161 Morality and Markets

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

I60 BEYOND 175 Designing Creativity: Innovation Across Disciplines

From "a-ha!" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. This course will explore the study and practice of the creative process across many disciplines, with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The course will also incorporate the practice of design thinking and creativity techniques via a lab component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: FADM, HUM BU: HUM EN: H

First-Year Bear Bridge Courses (3 credits)

In the spring semester, students in the Beyond Boundaries cohort have the opportunity to apply their interdisciplinary knowledge to important social and intellectual questions via one of two Bear Bridge courses (only open to program students). As mentioned above, students can opt to take a Bear Bridge course in the spring instead of a second Beyond Boundaries course.

Bear Bridge courses are intended to do the following:

- Apply knowledge and experience from team-taught Beyond Boundaries courses in a project-based, applied context.
- Reinforce cohort experiences within the Beyond Boundaries Program. Students enrolled in the Beyond Boundaries Program will have additional curricular and cocurricular cohort-building, and Bear Bridge courses will reinforce these connections.

- Prepare students for ongoing interdisciplinary approaches during their following three years on campus. Bear Bridge courses offer students a set of tools that can be used to apply interdisciplinary approaches, including informing their choice of major, their approach to their capstone project, and their self-identity as a scholar.

I60 BEYOND 110 Empathy First: Solutions with Heart

Decisions that impact the daily lives of people are often made without consideration of the lived experience of those impacted, resulting in harm and eroded trust. Empathy is a critical tool for understanding the lived experience of others and creating better quality of life for all people. This course will introduce the integration of empathy into decisions through the methods, processes, and approaches used in design and social work. Students will examine how empathy is incorporated into the development and implementation of new solutions to wicked problems through conversations with experts in health, law, and business; community-based team projects; and reflection and discussion. Course activities will build cohort connections. This is a Bear Bridge course required for all first-year students in the Beyond Boundaries program; it is open only to students in the Beyond Boundaries Program.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

I60 BEYOND 111 Law, Race, and Design: Examining the St. Louis Story

This interdisciplinary course focuses on the intersection of law, race, and design in St. Louis. From Dred Scott to Ferguson, St. Louis has served as a focal point for some of the most important issues in our country's long and still unfinished work toward racial equality. The law has played an important role in these developments; judicial opinions, city ordinances, and commission reports have shaped how we understand questions of race and equality. But the law is not simply the written word: it involves people, practices, places, and the stories we tell about them. How we communicate our stories ultimately affects how we understand those stories and how we understand ourselves. This course situates law within stories and equips students to communicate those stories in ways that draw from a range of communication design methodological tools. Using design research, thinking, and a human-centered design approach, this course will challenge students to connect the words of legal documents with the experiences of those whose lives are situated by them. There will be two required self-guided visits outside of normal class time, each of which should take 2.5 - 3 hours, including travel to and from the site. Accommodations for normal class sessions (either ending early or canceling class) will take place to offset some of this time commitment. This is a Bear Bridge course required for all first-year students in the Beyond Boundaries program; it is open only to students in the Beyond Boundaries program.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- Courses in the Gephardt Institute for Civic and Community Engagement (p. 1306) are all cross-listed with specific schools and departments.
- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri-St. Louis is available through the Inter-University Exchange Program (p. 1307).
- ROTC (p. 1308) courses are offered in conjunction with the U.S. Air Force and U.S. Army.
- The Skandalaris Center (p. 1312) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.

Gephardt Institute for Civic and Community Engagement

Community-Engaged Teaching is embraced by schools and departments across Washington University and used in many of our courses.

Sometimes referred to as *service-learning*, the experiences offered by these courses provide assignments and targeted learning activities in a community context. They integrate classroom theory with practice in the real world.

We have identified more than 80 undergraduate- and graduate-level courses that are enhanced by community-engaged teaching and learning at Washington University. These courses enable students of all disciplines, from business to art, to engage communities through service, projects and observation.

To nurture growth in this area, the Gephardt Institute for Civic and Community Engagement offers technical assistance, community partnership facilitation, and course-based funding opportunities through the Civic Engagement Fund.

Phone: 314-935-5599
Email: gephardt@wustl.edu
Website: <http://gephardt@wustl.edu>

Courses

The following list includes only Community-Engaged Teaching (CET) courses open to undergraduate students. For complete descriptions, a list of credit-bearing programs, and courses in the graduate schools, please visit the Gephardt Institute website (<http://gephardt@wustl.edu/cec/>).

College of Arts & Sciences

Code	Title	Units
AFAS 103D	Beginning Swahili I	5
AFAS 104D	Beginning Swahili II	5
AFAS 144	First-Year Seminar: Monumental Anti-Racism	3
AFAS 203D	Intermediate Swahili III	3
AFAS 204D	Intermediate Swahili IV	3
AMCS 3202	Civic Scholars Program Semester One: Self Awareness, Civic Life, and Citizenship	2
AMCS 3203	Civic Scholars Program Semester Two: Civic Engagement in Action	2
AMCS 4202	Civic Scholars Program Semester Three: Application and Integration of Civic Projects and Values	1
AMCS 4203	Civic Scholars Program Semester Four: Civic Engagement Across the Lifespan	1
Anthro 141	Ampersand: Medicine and Society	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
Educ 4841	Elementary Methods Field Experience	2
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6
FYP 140B	Beyond Boundaries: To Sustainability and Beyond: People, Planet, Prosperity (P3)	3
Psych 225	Internship in Psychology	3
Psych 235	Practicum in Applied Behavior Analysis: Autism Spectrum Disorder	3
Re St 407	Solidarity and Silence: Religious Strategies in the Political Sphere	3
WGSS 3133	Community-Engaged Learning: Feminist and Queer Youth Studies	4
WGSS 3171	Community-Engaged Learning: Gender and Incarceration	4

WGSS 3173	Community-Engaged Learning: Documenting the Queer Past in St. Louis	4
WGSS 3942	Community-Engaged Learning: Projects in Domestic Violence	4

Olin Business School

Code	Title	Units
MGT 201	Management Communication	4
MGT 424	Business Planning for New Enterprises (The Hatchery)	3

Sam Fox School of Design & Visual Arts

Code	Title	Units
ARCH 209	Design Process	3
ARCH 307X	Community Building	3
ARCH 350	Service Learning Course: Environmental Issues	3
ARCH 457B	Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis	3
ARCH 486A	NOMA National Design Competition	3
ARCH 490	Architecture Service Learning Practicum (The Alberti Program)	2
ARCH 490A	Explore & Contribute: Collaboration Between Washington University & Henry Elementary School	3
MUD 5078	Developing Sustainable Urban Communities	3
MUD 5079	Community Development & American Cities	3
MUD 564A	Urban Development Seminar	3
F10 Art: Art foundation and major studio courses		
ART 315B	Printmaking: Art Practice (Propaganda to Decoration)	3
ART 435M	Special Topics in Communication Design: Design for Social Impact	3
F20 Art: Art elective courses		
ART 217O	Drone Photography	3
ART 217P	Drone Photography	3
ART 236P	Design in Social Systems	3
ART 287A	Social Practice Art	3
ART 323F	Special Topics in Fashion Design (Fashion Design: Collaboration Studio)	3
ART 436A	Interaction Design: Understanding Health and Well-Being	3

McKelvey School of Engineering

Code	Title	Units
Engr 310	Technical Writing	3
Engr 4501	Engineering Ethics and Sustainability	1

University College

Code	Title	Units
IS 366	Global Human Rights	3

Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that **do not participate** in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and University College. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all course work taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).

- Academic credit earned in such courses will be considered as resident credit, not transfer credit.
- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE course work on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website (<https://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program/>).
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

Contact: Office of the University Registrar
Phone: 314-935-5959
Email: registrar@wustl.edu
Website: <http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program>

Reserve Officers Training Corps (ROTC)

The number of ROTC credits that may be counted toward graduation requirements depends on the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work will satisfy their graduation requirements.

For more information about specific schools, please visit the following pages:

- Undergraduate Arts & Sciences Academic Regulations (p. 1116)
- Undergraduate Business Degree Requirements (p. 1167)
- Undergraduate Engineering Academic Policies (p. 1298)

Air Force ROTC — Aerospace Studies

Professor

Russell T. Montante

Lieutenant Colonel, USAF

Military Aerospace Science. Our Core Values: Integrity First, Service Before Self, Excellence In All We Do. Air Force operations are currently conducted in the technologically demanding environments of air, space and cyberspace.

Air Force ROTC (AFROTC) is an officer development program that produces the leaders of tomorrow's Air Force. The program's purpose is to train and develop outstanding college students to earn commissions as U.S. Air Force Officers. Numerous Washington University students have participated in AFROTC and gone on to distinguish themselves as Air Force aviators, engineers, lawyers, physicians and astronauts.

In AFROTC, Washington University students have the opportunity to be challenged within a unique leadership environment, with the potential to earn a commission as a second lieutenant. Participation in AFROTC is available to undergraduate and graduate Washington University students and does not obligate these students to serve in the U.S. Air Force.

AFROTC attracts the very best and brightest college students. The categorization of officer candidates within AFROTC is based on competitive selection criteria.

For more information, contact AFROTC:

Detachment 207 in St. Louis
314-977-8311
Detachment 207 website (<https://www.slu.edu/parks/air-force-rotc/>)

U.S. Air Force ROTC
888-4-AFROTC

AFROTC website (<http://www.afrotc.com>)

For AFROTC scholarship information, refer to the Scholarship Funds (p. 45) section of this *Bulletin*.

Army ROTC

Military Science. The Army ROTC program is designed to develop leaders for life. In doing so, it develops leadership, management and training skills, regardless of a student's career plans. Those who successfully complete the program earn commissions and serve as second lieutenants in the U.S. Army, Army Reserve or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are designed to develop a student's confidence, self-esteem and motivation. The intent is to develop and refine the student's leadership traits and skills to ensure their future success in military and nonmilitary environments. Instruction also includes the role of the military in national defense strategy. The number of ROTC credits that may be counted toward graduation requirements depends upon the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work satisfies graduation requirements. Once a student accepts a scholarship or enters the advanced ROTC courses (300 and 400 levels), they incur a military obligation.

For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112; call 314-935-5521; visit the Washington University Army ROTC website (<http://rotc.wustl.edu>); or email Lee Rodriguez (lee.e.rodriguez@wustl.edu), the Army ROTC Scholarships and Enrollment Officer.

For Army ROTC scholarship information, refer to the Financial Support section (p. 45) of this *Bulletin*.

Courses

- Air Force ROTC — Aerospace Studies (p. 1308)
- Army ROTC (p. 1310)

Air Force ROTC — Aerospace Studies

Visit online course listings to view semester offerings for I02 MAIR (<https://courses.wustl.edu/CourseInfo.aspx?sch=I&dept=I02&crslvl=1:4>).

I02 MAIR 101 Heritage and Values of the United States Air Force I

A survey course designed to introduce students to the U.S. Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets, and it complements this

course by providing students with followership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the U.S. Air Force and the opportunities available as an officer.

I02 MAIR 102 Foundations of the United States Air Force II

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing students with followership experiences and prepares them for field training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

I02 MAIR 201 Team and Leadership Fundamentals

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing cadets with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

I02 MAIR 202 Evolution of USAF Air and Space Power II

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing them with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint cadets with the United States Air Force and the opportunities available as an officer.

I02 MAIR 301 Air Force Leadership Studies, Principles of Leadership and Management I

This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing

advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

102 MAIR 302 Air Force Leadership Studies, Principles of Leadership and Management II

This course continues the study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

102 MAIR 401 National Security Studies and Preparation for Active Duty I

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

102 MAIR 402 National Security Studies and Preparation for Active Duty II

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

EN: S

Army ROTC

Visit online course listings to view semester offerings for I25 MILS (<https://courses.wustl.edu/CourseInfo.aspx?sch=l&dept=l25&crslvl=1:4>).

I25 MILS 101C Introduction to Leadership I

Students examine the challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the U.S. Army profession. MILS 101C is open to all students, and enrollment does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 2 units display on their transcripts; however, the units will not count toward their degree program.
Credit 2 units.

I25 MILS 102C Introduction to Leadership II

Students investigate leadership fundamentals such as problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Students also learn fundamental military concepts and explore the Army's leadership philosophy. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises. MILS 102C is open to all students, and enrollment does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 2 units display on their transcripts; however, the units will not count toward their degree program.
Credit 2 units.

I25 MILS 1ELE ROTC Elective: 100-level

Credit 2 units.

I25 MILS 201C Innovative Team Leadership

Students explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and leadership theories. The course continues to build on developing knowledge of leadership attributes and core leader competencies through the understanding of Army rank, structure and duties as well as broadening knowledge of land navigation and squad tactics. Enrollment in MILS 201C does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program.
Credit 3 units.

I25 MILS 202C Foundations of Tactical Leadership

Students develop greater self-awareness as they assess their leadership styles and practice communication and team building skills. Students examine and practice the challenges of leading teams in complex operational environments, and study

dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Enrollment in MILS 202C does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

I25 MILS 2ELE ROTC Elective: 200 Level

Credit 3 units.

I25 MILS 301C Adaptive Team Leadership

This is an academically challenging course where students will study, practice, and apply the fundamentals of leadership, Army values and ethics, and small unit tactics using the service learning model in leadership labs and assigned leadership roles. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities as well as their physical fitness and ability to manage stress. At the conclusion of this course students will be capable of planning, coordinating, navigating, motivating and leading a squad in the execution of tactical missions during classroom practical exercises, leadership labs, and during military situational training exercises in field environments. Prerequisite for this course is the successful completion of MILS 101C through 202C; or attendance at the Army ROTC Basic Camp. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

I25 MILS 302C Applied Team Leadership

Students will continue to learn and apply the fundamentals of Army leadership, officership, Army values and ethics as they hone their leadership abilities in a variety of environments including classroom instruction, leadership labs, and assigned leadership roles while utilizing the service learning model. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of tactical missions during classroom practical exercises, leadership labs, and during military situational training exercises in field environments. Successful completion of MILS 302C will help prepare students for success at the Army ROTC Advanced Camp which cadets will attend during the summer at Fort Knox, Kentucky. Cadets will receive systematic and specific feedback on their leadership attributes, values and core leader competencies from instructors, other ROTC cadre, and senior cadets. Prerequisite for this course is the successful completion of MILS 301C. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

I25 MILS 401C Adaptive Leadership

The MILS 401C course transitions the focus of student learning from being trained, mentored and evaluated as a military science 3 cadet to learning how to train, mentor and evaluate underclass cadets. This course focuses on practical application using the service learning model to gain knowledge of adaptive leadership. Students are assigned key battalion leadership roles and are responsible for the daily operation, assessment, and development of the cadet battalion. Throughout the semester, students will learn the duties and responsibilities of an Army staff officer, apply the principles of training and management, utilize the military decision making process, design and employ a comprehensive fitness program, mentor underclass cadets, and use effective verbal and written communication. Students will study ethics, the law of war, risk management, counseling, and the Army officer's role in the Uniform Code of Military Justice. Cadets will also learn about the special trust reposed to Army Officers by the U.S. Constitution — a special confidence given to no other civilian profession. Prerequisite for this course is the successful completion of the ROTC Advanced Camp or permission of the professor of military science. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

I25 MILS 402C Leadership in a Complex World

This course builds on the lessons of MILS 401C. Students will continue to use the service learning model to gain leadership experience and knowledge while serving in assigned key battalion leadership roles and will be responsible for the daily operation and development of the cadet battalion. MILS 402C explores the dynamics of leading soldiers in full spectrum operations in the current operating environment. Students examine military customs and courtesies, military law, principles of war, and rules of engagement in a complex environment against an adaptive enemy. Students will also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Military science 4 cadets will develop and present a battle analysis and participate in a Staff Ride to Pilot Knob, an historic military site. The course also places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies and exercise scenarios to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Prerequisite for this course is the successful completion of MILS 401C or permission of the professor of military science. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units. EN: S

I25 MILS 403 Advanced Military Science

A practical application of adaptive leadership. Throughout the semester, students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamentals of principles of training, training management, the Army writing style, and the military decision making to weekly training meetings. During weekly training meetings, students will plan, execute, and assess ROTC training and recruiting events.

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship (<https://skandalaris.wustl.edu>) is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

Programs and Resources

- **Course: The Endgame of Entrepreneurship: Leveraging Capitalism for Good**
This course is offered through the Beyond Boundaries Program (<https://beyondboundaries.wustl.edu/>). Students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences that capitalism has caused throughout history.
- **Experts on Call (<https://skandalaris.wustl.edu/resources/experts-on-call/>)**
This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.
- **Honors in Innovation & Entrepreneurship (<https://skandalaris.wustl.edu/sc-programs/honors-in-innovation-and-entrepreneurship/>)**
Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.
- **In-Residence Program**
This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.
- **PhD Citation in Entrepreneurship (<https://skandalaris.wustl.edu/sc-programs/entrepreneurship-citation/>)**
This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.
- **Resources (<https://skandalaris.wustl.edu/resources/>)**
The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.
- **Skandalaris Spaces**
Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.
- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**
These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.
- **Startup Venture Promotion**
The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.
- **St. Louis Entrepreneurial Fellowship (<https://skandalaris.wustl.edu/sc-programs/fellowship/>)**

This year-long program gives WashU students a chance to explore entrepreneurship at WashU and in St. Louis. The experience includes a spring semester seminar that explores innovation and entrepreneurship, a 10-week paid summer internship at a St. Louis startup, a fall semester capstone project, professional development opportunities, and programs and events to engage with entrepreneurs, founders, and innovators.

- **Student Entrepreneurial Program (StEP) (<https://skandalaris.wustl.edu/sc-programs/step/>)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups (<https://skandalaris.wustl.edu/sc-programs/student-groups/>)**

There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.

- **Venture Development**

The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.

- **Washington University Entrepreneurship Courses (<https://skandalaris.wustl.edu/sc-programs/entrepreneurship-courses/>)**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

Competitions

- **IdeaBounce (<https://skandalaris.wustl.edu/sc-programs/ideabounce/>)[®]**

IdeaBounce[®] is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC) (<https://skandalaris.wustl.edu/sc-programs/svc/>)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- **Who Can Apply:** Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea
- **Award:** Up to \$22,500

- **Global Impact Award (GIA) (<https://skandalaris.wustl.edu/sc-programs/global-impact-award/>)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- **Who Can Apply:** WashU students, postdocs, residents, and alumni who have graduated within the last 10 years
- **Award:** Up to \$50,000

Learn More

Please contact the Skandalaris Center (<https://skandalaris.wustl.edu/get-connected/>) to sign up for our newsletter and for additional information about all programs.

Phone: 314-935-9134
Email: sc@wustl.edu
Website: <http://skandalaris.wustl.edu>

Index

A

About This Bulletin	7
About Washington University in St. Louis	16
Academic Calendar	16
Academic Honors & Awards, Architecture	96
Academic Honors & Awards, Art	188
Academic Honors & Awards, Business	1169
Academic Honors & Awards, College of Arts & Sciences	1111
Academic Honors & Awards, Engineering	1294
Academic Regulations, Business	1169
Academic Regulations, College of Arts & Sciences	1113
Academic Regulations, Engineering	1294
Administration, Architecture, Undergraduate	103
Administration, Art, Undergraduate	195
Administration, Business, Undergraduate	1172
Administration, College of Arts & Sciences	1117
Administration, Engineering, Undergraduate	1299
Admissions, Undergraduate	31
African and African-American Studies	203
American Culture Studies	217
Ampersand Programs	272
Anthropology	282
Applied Linguistics	322
Arabic	327
Archaeology	333
Architecture, College of	54
Art, College of	104
Art History and Archaeology	342
Arts & Sciences, College of	196
Asian American Studies	371

B

Bachelor of Science in Applied Science (Chemical Engineering)	1268
Bachelor of Science in Applied Science (Electrical Engineering)	1247

Bachelor of Science in Applied Science (Mechanical Engineering)	1286
Bachelor of Science in Applied Science (Systems Science & Engineering)	1248
Bachelor of Science in Business and Computer Science	1219
Bachelor of Science in Chemical Engineering	1264
Bachelor of Science in Computer Engineering (CSE)	1213
Bachelor of Science in Computer Engineering (ESE)	1246
Bachelor of Science in Computer Science	1214
Bachelor of Science in Computer Science + Economics	1214
Bachelor of Science in Computer Science + Mathematics ...	1216
Bachelor of Science in Data Science	1217
Bachelor of Science in Electrical Engineering	1243
Bachelor of Science in Environmental Engineering	1266
Bachelor of Science in Mechanical Engineering	1284
Bachelor of Science in Systems Science & Engineering	1245
Beyond Boundaries Program	1301
Biology	374
Biomedical Engineering	1179
Business School, Undergraduate	1125

C

Campus Resources	17
Catalog Editions	12
Chemistry	414
Children's Studies	427
Chinese	433
Classics	442
Comparative Arts	454
Comparative Literature	454
Computer Science & Engineering	1194
Course Numbering	8
Curriculum Designators	8

D

Dance	468
Degree Requirements, Architecture	94
Degree Requirements, Art	187
Degree Requirements, Business	1167
Degree Requirements, College of Arts & Sciences	1109

Degree Requirements, Engineering	1291
Development (Global Studies), Concentration in	680
Double Majors and the Pre-Medical Program (EECE)	1268
Drama	479

E

Earth and Planetary Sciences	497
East Asian Languages and Cultures	507
Economics	515
Education	527
Electrical & Systems Engineering	1227
Energy, Environmental & Chemical Engineering	1254
Engineering, Undergraduate	1174
English	543
Environmental Studies	567
Eurasian Studies (Global Studies), Concentration in	685
European Studies (Global Studies), Concentration in	689

F

Fields of Study, College of Arts & Sciences	202
Fields of Study, Engineering, Undergraduate	1179
Film and Media Studies	583
Financial Support, Undergraduate	45
French	600

G

Gephardt Institute for Civic and Community Engagement ...	1306
Germanic Languages and Literatures	618
Global Asias (Global Studies), Concentration in	691
Global Cultural Studies (Global Studies), Concentration in ...	697
Global Studies	625
Greek	704

H

Hebrew	708
Hindi	715
History	720

I

Inter-University Exchange Program, Undergraduate	1307
Interdisciplinary Opportunities, Undergraduate	1306

Interdisciplinary Project in the Humanities	760
International Affairs (Global Studies), Concentration in	700
Italian	770

J

Japanese	778
Jewish, Islamic, and Middle Eastern Studies	784

K

Korean	816
--------------	-----

L

Latin	820
Latin American Studies	824
Legal Studies	838
Linguistics	848

M

Majors (all schools)	49
Majors (directory), Architecture	103
Majors (directory), Art	195
Majors (directory), Business	1172
Majors (directory), College of Arts & Sciences	1117
Majors (directory), Engineering	1299
Mathematics and Statistics	853
Mechanical Engineering & Materials Science	1271
Medical Humanities	871
Medicine & Society	880
Medieval and Renaissance Studies	881
Minor in Aerospace Engineering	1287
Minor in Bioinformatics	1226
Minor in Biomedical Data Science	1193
Minor in Computer Science	1225
Minor in Electrical Engineering	1250
Minor in Energy Engineering (EECE)	1269
Minor in Energy Engineering (ESE)	1251
Minor in Environmental Engineering Science	1268
Minor in Human-Computer Interaction	1226
Minor in Materials Science & Engineering	1287
Minor in Mechanical Engineering	1289

Minor in Mechatronics (ESE)	1252
Minor in Mechatronics (MEMS)	1289
Minor in Nanoscale Science & Engineering	1270
Minor in Quantum Engineering	1253
Minor in Robotics (ESE)	1252
Minor in Robotics (MEMS)	1290
Minor in Systems Science & Engineering	1253
Minors (all schools)	52
Minors (directory), Architecture	103
Minors (directory), Art	195
Minors (directory), Business	1173
Minors (directory), College of Arts & Sciences	1118
Minors (directory), Engineering	1300
Music	883

P

Performing Arts	904
Philosophy	907
Philosophy-Neuroscience-Psychology	920
Physical Education	932
Physics	934
Policies, Architecture	97
Policies, Art	189
Policies, Bulletin	8
Policies, Washington University	20
Political Science	947
Portuguese	966
Post-Baccalaureate Premedical Program	1123
Pre-College Programs, College of Arts & Sciences	1120
Prior Bulletins	12
Psychological & Brain Sciences	969

R

Religion and Politics	988
Religious Studies	998
Reserve Officers Training Corps (ROTC)	1308
Romance Languages and Literatures	1023
Russian Language and Literature	1027

S

Sam Fox School of Design & Visual Arts, Architecture	92
Sam Fox School of Design & Visual Arts, Art	184
Second Major in Computer Science	1222
Second Major in Computer Science + Mathematics	1222
Second Major in Data Science	1224
Second Major in Electrical Engineering	1248
Second Major in Financial Engineering	1250
Second Major in Systems Science & Engineering	1249
Skandalaris Center, Undergraduate	1312
Sociology	1030
Spanish	1041
Speech and Hearing	1057
Summer Session	1120

T

Trustees & Administration	16
Tuition & Fees, Undergraduate	47

U

Undergraduate Study	28
Undergraduate Visiting Students	1121
University Affiliations	25
University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program	1290
Urban Studies	1058

W

Women, Gender, and Sexuality Studies	1071
Writing	1098